DOCUMENT RESUME

ED 218 140 SE 038 262

TITLE	Population Education in Non-Formal Education and Development Programmes. A Manual for Field Workers.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE	81
NOTE	298p.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Curriculum Development; Elementary Secondary Education; Foreign Countries; Guidelines; Instructional Materials; *Material Development; *Population Education; *Program Content; *Program Descriptions; *Program Evaluation

ABSTRACT

This manual provides practical examples of strategies, approaches, and materials for integrating population education into various developmental programs. It also serves as a reference for use by field workers in planning, implementing, and evaluating out-of-school population education programs. The examples of curricula, materials, and evaluation instruments provided are prototypes, and field workers are expected to adapt them to suit the specific local needs and requirements. Chapters include: (1) nature and scope of out-of-school population education; (2) program development; (3) curriculum development, including the curriculum development process, sample curricula, approaches, development of integrated curricula, and eight samples of integrated curricula; (4) development of integrated learning materials, presenting types of materials, guidelines for material development, and samples of prototype integral learning materials; and (5) various aspects of program evaluation including twelve sample instruments. A short bibliography is included in the appendix. (Author/JN)

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ED218140

Population Education Programme Service

POPULATION EDUCATION
IN NON-FORMAL EDUCATION AND DEVELOPMENT PROGRAMMES

A MANUAL FOR FIELD-WORKERS

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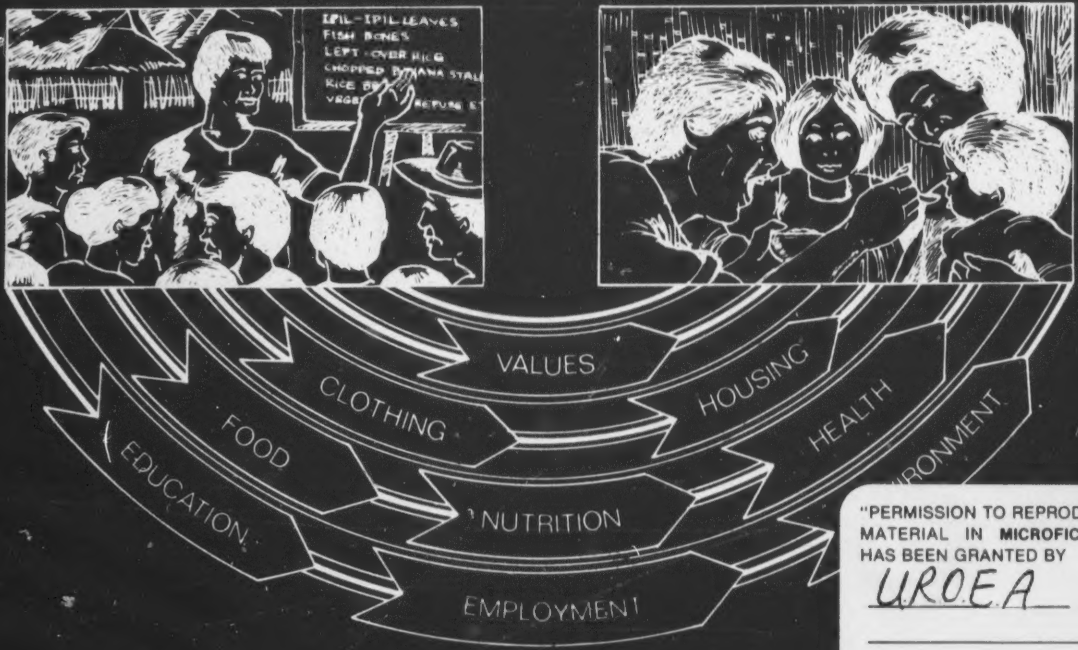
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UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC
Bangkok, Thailand, 1981

Unesco. Regional Office for Education in Asia and the Pacific. Population Education Programme Service.

Population education in non-formal education and development programmes: a manual for field-workers. Bangkok, 1981.

p. (Population Education Programme Service)

1. POPULATION EDUCATION - OUT-OF-SCHOOL PROGRAMMES. 2. POPULATION EDUCATION - CURRICULUM DEVELOPMENT. 3. POPULATION EDUCATION - EVALUATION. I. Title. II. Series.

P374

© Unesco 1981

Published by
Unesco Regional Office for Education in Asia and the Pacific
G.P.O. Box 1425, Bangkok, Thailand
under
UNFPA Project RAS/74/PO2

Printed in Thailand

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BKP/81/OP/677-3000

PREFACE

Population programmes have been going on since the 1950's in many countries of Asia and the Pacific. These programmes have been directed to different target groups including those of the out-of-school youth and adults. Since they were planned and implemented by the Ministry of Health assisted by non-health personnel who were responsible for the motivational aspects, they were largely clinic-oriented with heavy emphasis on birth control.

In the course of time, however, programming authorities realized that total dependence on the clinical approach was not an effective means of achieving national population goals. This realization led to the search for more effective alternatives. Integrating population concepts with non-formal education and other development programmes was thus considered as one of the new strategies that could be tried to achieve these goals. Thus the need for population education programmes. An important prerequisite for the implementation of this strategy is the large-scale mobilization and utilization of the services of field staff and field workers of all concerned government, semi-government and voluntary agencies and organizations.

In the beginning, only a few programmes accepted the idea of integrating population education in them. Over the years, efforts have been made to provide orientation in the concept and scope of population education to the staff of those programmes. Experience has shown that field workers, even after a short in-service training, find it difficult to relate population education concepts with their own disciplines and the daily lives of their clientele. In order to help in partly overcoming this problem, this manual has been developed with the help of a team of specialists. The team, in addition to other reference materials, relied heavily on the reports of regional workshops attended by participants from 12 countries in the region. The contents of the manual are therefore based on the thinking and experiences of about 100 key personnel from 12 countries involved in the planning and implementation of population education and other development programmes.

The Manual aims at providing practical examples of strategies, approaches and materials integrating population education into various development programmes. In addition, it could serve as a ready reference for use by field workers in planning, implementing and evaluating out-of-school population education programmes. The term field workers as used in this manual refers to the personnel of various ministries/departments and all other agencies and organizations, both governmental and non-governmental, who are actively involved in or undertaking population education programmes and other development programmes at the field level. They may be programme organizers, supervisors, district co-ordinators, adult education workers, community development workers, agricultural extension workers, health workers, teachers or others.

The examples of curricula, materials and evaluation instruments provided in the manual are prototypes, and field workers are expected to adapt them to suit the specific local needs and requirements.

The Unesco Regional Office for Education in Asia and the Pacific acknowledges with appreciation the help of the team of specialists who participated in the development of this manual, namely: Dr. Obdulia F. Sison, College of Agriculture, University of the Philippines at Los Baños; Mr. Marcos S. Ramos, Office of Non-formal Education, Ministry of Education and Culture; Mrs. Rosa C. Mendoza, Population Education Program, Ministry of Education and Culture; and Miss Dionisia R. de la Paz, Population Institute, University of the Philippines System.

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CHAPTER ONE

NATURE AND SCOPE OF OUT-OF-SCHOOL POPULATION EDUCATION

The rationale

World population has been growing at an unprecedented rate. This greatly accelerated increase started to happen just recently. Prior to 1900, the population of the developed regions of North America, Europe, USSR and the Pacific was growing at a faster rate than the developing regions of Africa, Asia and Latin America. However, since 1920 the population of the developing nations have been growing faster than the developed nations. The estimated population in the less developed regions rose from 2 billion in 1960 to 3.28 billion in 1980. On the other hand, the population in the developed regions increased only from 1 billion to 1.13 billion during the same period.[1]

The total population of the 38 countries in Asia (excluding USSR) and Oceania was estimated at 2.4 billion or 55 per cent of the world total of 4.33 billion in mid-1979. Six of the ten most populous countries of the world, namely, China, India, Indonesia, Bangladesh, Pakistan and Japan are in this region. The rate of population growth in this region is 1.8 per cent which means an addition of about 43 million people annually. This large number would not be a reason for concern if food supply, employment opportunities, housing, educational and health services, energy and other resources are growing at a rate faster or even at a rate commensurate to the growth of population. But such is generally not the case. Unplanned population growth imposes severe stress on the nation's agricultural lands, forests, aquatic resources, grassland, energy sources and on social services. With a population of about 2.4 billion in the region, increasing at about 1.8 per cent annually, it is not surprising that many people are ill-fed, ill-clothed, ill-sheltered, unemployed and underemployed, and uneducated and illiterate.[2]

In Asia alone, which makes up slightly more than 50 per cent of the total world population (and which contributes 75 per cent to the total population of the world's less-developed regions), three-fourths of the population are suffering from poverty, malnutrition or undernutrition. A significant proportion are living at mere subsistence level.

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1. Philippines. University, Manila. Population Institute. *Profiles, problems, prospects.* Manila, 1974. p. 9.

2. Opening Remarks of Dr. Ansar Ali Khan in the Regional Workshop on the Development of Curricular Materials for Integrating Population Education in Non-Formal Education Programmes, organized by Unesco ROEAO at Los Banos, Laguna, Philippines, 3-21 November 1980.

Population education in non-formal education programmes

The seriousness of the population problem in Asia and the Pacific is intensifying with the continuing rapid population increase. This rapid increase in population makes it difficult for the governments of these countries to improve the living standard of the people and their quality of life. Whatever economic gains have been achieved are nullified by the rapidly growing population who have to be provided increasingly with essential social services thus leaving very little for capital formation and investments. There are some projections which indicate that at the present rate of population increase and consumption many vital resources will be exhausted by the end of the century. Whether technological advances can find other resources as a replacement or substitute for these exhaustible resources without adversely affecting plant and animal life in the environment remains uncertain.[3]

The population problems in the region are not only limited to rapid population growth as it impinges on the economic and social development efforts of many countries. In addition, there is also the problem of rapid urbanization as a result of industrialization and rural migration to urban areas. Rapid urbanization has contributed to the growth of slums, overcrowding, unemployment and inadequacy of water, electricity, sewerage, transport, housing and other vital social services in many cities.

Recognizing the seriousness of the population problems, most countries in the Asian region have adopted population policies designed to influence the size, growth, composition or distribution of population in their countries. One of the earliest measures taken by many countries to implement their national population policies was family planning. Family planning is a direct measure intended to influence fertility behaviour in order to control the rapid increase in population. Consequently, family planning programmes have been launched in many countries in Asia since the fifties and sixties. Some of these programmes have included an information-education-communication (IEC) component as an integral part in addition to service delivery. For the most part, the IEC component of many programmes targets the adults by communicating to them oversimplified messages of complex population issues such as "a small family is a happy family," through generally the use of mass media. This simplistic and indoctrinative approach coupled with such factors as high level of illiteracy among the people, low status of women, social and religious beliefs and values, and the absence of any social security, has resulted, with few exceptions, in the failure of many family planning programmes started in Asian countries.[4]

As a result of this failure, it has been increasingly recognized that population programmes entirely based on the simplistic indoctrinative aspect of IEC would not be sufficient to ensure success. These programmes should have a strong component of education in which the children, the adults and parents of tomorrow, are likewise targeted.

In most Asian countries, children under 15 years of age constitute about 40 to 45 per cent of the population. In the next few decades, their attitudes toward

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3. Unesco. Regional Office for Education in Asia and Oceania. *Training manual in population education.* Bangkok, 1979. p. 1.

4. Ibid.

family size and their reproductive behaviour will determine the pace of population growth.

It has been generally accepted that the success of a population programme in curbing the accelerated growth of population depends to a large extent on the attitudes and values of people regarding family size. It is therefore of crucial importance that positive attitudes and values toward family size and other population issues be developed. And nowhere can you find a more favourable climate to effect these attitudinal changes than in the childhood and adolescence years where minds are more malleable and open to new impressions. Education can be a most dynamic and influential tool for inducing such changes.

As a result of the recognition that education is an effective instrument in bringing about changes in attitudes and behaviour among children and adults, many countries in the Asian region have taken interest in developing population education programmes. Initially the population education programmes in most Asian countries were implemented through the formal school system to supplement and complement the family planning programmes as an intervention scheme to control the rapid increase in population. As such they were only directed toward the in-school students covering about 50 per cent of the age group, with no provision for the remaining 50 per cent left out, drop-outs and pushed-outs of the formal school system. Recently, population education programmes in a number of Asian countries have been extended to the out-of-school youth and adults.

The concept of population education

Population education is a relatively new innovative programme in education. There is no one definition of what population education is. Some define population education by stating what it aims to do, while others define it by giving a listing of its contents. Definitions also differ in terms of specific behavioural outcomes. While some definitions aim at achieving acceptance of a small family size norm, for instance, other definitions aim at non-directive or open-ended behavioural outcomes such as rational and responsible attitudes and behaviour toward family size and other population matters. To illustrate the diversity in the perception of what population education is, a few definitions are given below.

The 1970 Bangkok Workshop on Population and Family Education defined population education as:

> An educational programmes which provides for a study of the population situation in the family, community, nation and world with the purpose of developing in the students rational and responsible attitudes and behaviour toward that situation.[5]

In the Intensive Training Programme in Population Education conducted by the Department of Education of the Philippines in 1972 the following definition of population education was evolved:

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[5] Asian Regional Workshop on Population and Family Education, Bangkok, 7 September - 7 October 1970. *Final report.* Bangkok, Unesco ROEA, 1971. p. 103.

> Population education is the process of developing awareness and understanding of population situations as well as a rational attitude and behaviour toward those situations for the attainment of quality life for the individual, the family, the community, the nation and the world.[6]

The different perceptions of population education have given rise to some misconceptions regarding this field. Contrary to some popular misconceptions, population education has not been conceived to curtail individual freedom in the choice of family size. Neither has it been designed to further decrease the number of cultural minority groups in some countries. Furthermore, it is not synonymous to birth control, sex education or family planning.

The fact is population education is an educational programme designed to make people aware of the processes of population changes as these are affected by various biological and socio-cultural factors and as these changes affect the many aspects of life that in turn determine the quality of life at the micro and macro levels.

Population education is a part of the overall national development efforts to improve the individual and national quality of life. This quality of life can probably be achieved only through the concerted efforts of all people in the society rather than of a few select groups.

The general goal of population education is to involve people in a learning process that will enable them to broaden their understanding of population-related issues and develop in them appropriate skills to define and analyse these issues so that ultimately they will be able to make rational and responsible decisions regarding these issues in a way that is personally meaningful and socially relevant. Implicit in this approach is the idea that population education does not present the individual with ready-made decisions and courses of action which have to be accepted by them. Rather he chooses the decisions and courses of actions after he has analysed the population situation and problem in the light of the various factors that can change the national and individual quality of life.

The ultimate goal, therefore, of population education is to obtain a better quality of life for everyone regardless of religious, ethnic, linguistic and/or social affiliations, and hence a better quality of life for the nation and the world.

The content of population education

As of now there are no empirical evidence to show that the teaching of any particular content in population education will produce the desired results but population education experts in many countries agree that the teaching of certain contents will most likely lead to the realization of the goals of population education.

Though majority of the authorities in population education agree on most of the topics there are some disagreement on the inclusion of controversial topics like sexuality, human reproduction and family planning. The issue involved is not so much whether these topics are relevant to population education since unquestionably they are for a fuller understanding of fertility behaviour but whether they might jeopardize the acceptance of the programme in countries where people have some reservations or conservative attitudes regarding these topics. The inclusion of sexuality, reproductive system and family planning in the content of a population education programme should therefore depend on the sensitivities of the particular country for which the programme is being planned.

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[6] Philippines. Department of Education. Population Education Program. *Population education in the Philippines: planning for the future.* Manila, 1972. p. 5.

An analysis of the population education curricula in countries with population education programmes will show that while there are no identical content outlines, there is a great deal of commonality about them so that one can identify the central concerns and emphases of population education. This is because the curricula in population education in these countries have been developed to suit the socio-cultural situations as well as the educational needs of the country while at the same time respecting the sensitivities of the target clientele. The content outlines of various population education programmes also reflect a combination of content selected and drawn from various areas such as demography, sociology, anthropology, rural development, home economics, health and nutrition, social welfare, literacy and adult education, labour education, hence the multidisciplinary nature of such contents.

Selecting and outlining population education content for out-of-school programmes in population education presents some difficulties which are not encountered in the content selection for in-school population education programmes. These difficulties stem from the fact that the target audiences of out-of-school population education are so diverse in regard to needs and characteristics such as age, marital status, educational attainment, language, employment or occupation, literacy level, interests, religion, socio-economic status, reading and media habits, etc. This diversity of the target groups is compounded further by the fact that they may be captive or volunteer audience, and may be available for population education for varying periods of time. Their availability of time may range from a single exposure of an hour or so, to several hours of instruction spread over days and weeks.[7]

In the light of these diversities, it is clear that no uniform curriculum content can be planned for all the various target groups of out-of-school population education programmes. What would be appropriate for one group might not be appropriate for another. What seems advisable then is to select a content for a full and comprehensive course on population education that would require 15 to 20 hours of exposure on one hand and to lay down the content for a variety of learning packages of one to two hours' duration. Because these contents will have to be chosen on the basis of the problems or needs of specific target groups, there might be some shortcomings with respect to the coherence and continuity of contents.

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[7] Unesco. Regional Office for Education in Asia and Oceania. *Development of Out-of-School Population Education Programme: a synthesis.* Bangkok, 1980. p. 17.

Population education in non-formal education programmes

In majority of out-of-school population education programmes, the selected content has been focused on (1) population-related events and their repercussions on both the quality of life of the family and on the development of the society; and (2) prevailing folk demography and its repercussion on future quality of life.[8]

At the Consultative Seminar on Out-of-School Education Programmes in Population Education organized by Unesco at Bangkok in 1975, the following curriculum contents were suggested for a comprehensive and fully-structured programme of population education:

1. Demographic processes;
2. Biological, social, cultural, economic and psychological determinants of the population processes;
3. Consequences of population changes upon the quality of life of the individual, the family, the nation and the world at large;
4. National policies and programmes in relation to population education.

The seminar suggested that the topic on consequences should be the core or minimum content of an out-of-school population education programme. Assuming that there is only an hour or two available for population education instruction, at least one selected aspect of quality of life as it is affected by family size or population size may be taken up.[9]

This objective has been partly achieved by a number of countries in the region which have well conceived integrated non-formal education and other development programmes with population education as one of its major components. These non-formal education* and development programmes,** generally, have government and political support and are aimed at the improvement of educational level of the participants up to the fertility threshold values, beyond which researchers show, families tend to have significantly smaller family size.*** Other countries in the region have either taken steps or are in the process of incorporating population education concepts into their non-formal education and development programmes. Integration is not seen as an added burden, but rather a beneficial addition making these programmes more relevant to every day living. Adoption of such an operational strategy for the promotion of population education seems to have more chances of success. Some of the examples of country programmes which have followed this approach are listed below:

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[8] Unesco. *Population education, a contemporary concern.* Paris, 1978. p. 87.

[9] Consultative Seminar on Out-of-School Educational Programmes in Population Education, Bangkok, 20-28 October 1975. *Population education for out-of-school youth and adults, a report.* Bangkok, Unesco ROEA, 1975. p. 14-15.

* *Non-formal education* is any systematically planned and organized educational activity/programme carried on outside the framework of the formal school system to provide selected types of learning to particular sub-groups in the population, especially to the out-of-school children, youth and adults. (In this manual, the terms non-formal education and out-of-school education are used interchangeably).

** Development programme refers to any planned enterprise undertaken at the local, sub-national and national levels designed to promote the economic, social and cultural growth of the community and the nation at large.

*** *Family size* refers only to the number of children in a family, excluding the parents of these children.

Country	Project/Programme
Afghanistan	1. Functional Literacy Programme
India	1. Population Education Projects of the University of Madras
	2. Family Life Education Project (Uttar Pradesh – Literacy House, Lucknow)
	3. Integrated Child Development Services Scheme
Pakistan	1. Integrated Rural Development Programme
	2. Functional Literacy Programme
Philippines	1. Population Awareness and Sex Education Project (PASE)
	2. Agricultural Approach to Family Planning Project of the International Institute of Rural Reconstruction (IIRR)
	3. The Home Economics and Food Production Programme of the Bureau of Agricultural Extension
Thailand	1. The functional Literacy Programme

Having gone through the foregoing pages, you may have discovered that the discussion in this Chapter was limited to the rationale and need for, as well as the nature and scope of population education in the context of non-formal education and development programmes. Clarification of this conceptual framework was considered essential prior to embarking upon the development of any out-of-school population education programme. The next Chapter has specially been designed to help field workers to familiarize themselves with the strategies and approaches of programme development and their roles in this process.

CHAPTER TWO

PROGRAMME DEVELOPMENT FOR OUT-OF-SCHOOL POPULATION EDUCATION

Any systematic attempt to promote out-of-school population education starts with the preparation of a plan which shows the focus or emphasis, priority concerns and scheme of the educational programme to be pursued. A good programme does not just happen. It has to be developed. Programme development, therefore, paves the way for a meaningful system for directing the educator's efforts to attain certain specific objectives that are formulated to help out-of-school learners find more satisfaction in educational experiences for which they would have practical use in improving their lives.

Designing a programme for out-of-school population education is a challenge to the field workers. The process is one in which the target clientele is a very important participating component. The programme is one which people, with their distinguishing unique personalities, needs, interests, experiential backgrounds and environment peculiar to their ways of living must find useful and satisfying to them. Analysing situations, synthesizing facts, making sound decisions as to what action to take in the educational process require certain skills and techniques on the part of the planners. Because of the complexity of the teaching-learning situation and the importance of the job to be done, the processes of planning and programme development are exciting and gratifying activities. Trial and error can be frustrating and costly. But systematic planning and programme development invariably lead to the discovery of better courses of actions, the determination of relevant specific operational objectives, and the solutions to problems likely to be faced by the target clientele.

Programme development strategies and approaches

A. Planning strategies

Planning for out-of-school population education is not significantly different from any other out-of-school educational programmes. Planning at two levels, *macro* and *micro*, is generally recognized for out-of-school population education programmes. An example of macro planning is that which takes place at the national level. Such a plan sets general targets and guidelines, allocates national resources to the educational sectors among others and provides a reference base for decisions on national priorities.[1] This plan, however, is not an action plan. A macro plan has to be translated into a series of micro-action plans. These plans are the products of micro-level planning. The micro approach to planning, also known as the 'environment-based' approach,[2] involves planning at the local community level. In this process, the local situation (a community for which an out-of-school population education programme is intended) is examined to identify problems and needs of the target clientele, set goals and objectives of the programme, mobilize resources (both human and material) and assign priorities to programme activities. Micro planning is building an educational programme 'on site.'[3]

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[1] Unesco. Regional Office for Education in Asia and Oceania. *Population education: a source book on content and methodology.* Bangkok, 1980. p. 106.

The majority of experts on out-of-school population education agree that a combination of macro and micro approaches will be a desirable strategy for planning out-of-school population education programmes. The translation of a macro plan into a series of micro-action plans requires both competent planning from the top down and a planning process from the bottom up. However, flexibility must be observed throughout the planning and programme development processes.[4]

The field workers must be knowledgeable and appreciative of both approaches. Moreover, because of their direct involvement in the planning of micro-level plans that are specific problem and action-oriented, they must develop certain competencies and skills for planning micro-action programmes at the community level. This approach generally operates on the principle of involving local people in planning, implementation and evaluation of a programme that is intended for them. The experience has shown that the micro approach helps develop a sense of responsibility, confidence and self-reliance among the people in the community and motivates them to undertake activities as these are geared to the solution of their problems.

Having conceived the role and scope of macro and micro approaches for planning out-of-school population education programmes, the next question for the consideration of programme planners is whether the programme of population education in the out-of-school sector should be designed and planned as a self-reliant, independent programme emphasizing only population education or should it be an integrated programme of economic and social development with considerable emphasis placed on population education. This problem about the nature of an out-of-school population education programme was discussed in detail in a Regional Consultative Seminar on Population Education for Out-of-School Youth and Adults. In this seminar, the participants from nine Member States in Asia and nine United Nations Specialized Agencies and Non-Governmental Organizations unanimously recommended that out-of-school population education programmes should be integrated with other programmes of development carried out by different agencies in each country. The specific recommendations of the Seminar for Planning were as follows:

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[2] Ibid.

[3] Grandstaff, Marvin. *Alternatives in education: a summary view of research and analysis on the concept of non-formal education.* East Lansing, Institute for International Studies in Education, College of Education, Michigan State University, 1974.

[4] Unesco. ROEAO. *op. cit.*

1. The national authorities should incorporate out-of-school population education as an integral part of an overall programme for development;
2. The planning approach should be one of combining the elements of macro and micro planning, to the extent that such combination is possible. For this the national authorities should endeavour to build a two-way communication system;
3. While drawing up a programme for out-of-school population education, the principles of co-ordination should be kept in view so that the programme does not run counter to already existing programmes. Moreover, the co-ordinating authority should ensure that relevant information has been obtained from and disseminated to all the agencies/departments, government and non-government, which are in one way or another responsible for out-of-school educational programmes. Provision should exist for periodical mutual consultations.[5]

The above recommendations have influenced the prevailing planning strategy in the region. However, in discussing the relevance of population education concepts to the contents of development programmes and the modes of incorporation, the participants of the 1978 Consultative Seminar on Future Directions of Population Education felt that

> population education for out-of-school sector acquires more relevance when interwoven into areas that preoccupy or interest the learners or are viewed as a solution, if not remedy to their day-to-day problems. It is for this reason that population education has been integrated in various non-formal education programmes including literacy and adult education programmes, labour training and education, agricultural extension, food and nutrition campaign, skills development, social welfare drives, environmental education, urban renewal, manpower development, and rural transformation and development.[6]

B. Micro planning approaches

The out-of-school population education programme, like other programmes concerned with the improvement of the standard of living and the general welfare of people must be so developed as to help solve problems and meet the needs, interests and aspirations of the individual, the family, group and the community. The programmes should therefore be individual, family, and community-based, if such programmes are to be meaningful.

It is also important that the field worker at the village level should understand the relationships among the individual, the family, and groups within the community; and how the community and the nation are affected by population problems. The field worker, therefore, must have the ability to develop a sound village programme with the people. Among the approaches that a village worker might bear in mind are briefly described on the following page.

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[5] Unesco. ROEAO. *Population education for out-of-school... op. cit.* p. 12-13.

[6] Unesco. ROEAO. *Future directions on regional sectoral programme in population education in Asia and Oceania.* Bangkok, 1978. p. 18.

1. *Individual approach.* In this approach, the field workers begin by contacting individuals personally. If the field workers are knowledgeable about some local leaders or some outstanding individuals in the village, they should make it a point to visit them in their home or on the farm/factory. One should guard against making such visits an imposition on them. During the first visit, the field workers would try to establish friendship and credibility. Later, the field workers may provide information and advice, if this is sought by the target clientele. Individual projects can then be started based on their needs and interests. Such projects should be simple to ensure success, i.e. result in improvements in their lives.
2. *Family approach.* This approach involves all members of the family. The field workers should be aware of the influence that members have on each other, particularly in the decision-making pattern of the family. For example, if decision making in the family is shared by husband and wife in matters pertaining to home and family and even farm operations, the field workers should address his educational programme to both husband and wife. If the field workers' entry point for population education for the housewife is food and nutrition, a farm activity or some other interest activity could be the entry point for the teaching-learning activities designed for the husband. The young members of the family should also be invited in population education activities through work or play activities. These could be starting points for initiating changes for improving family and village life.
3. *The special interest or group approach.* Women's associations, farmers' and youth groups or associations, and workers' associations provide opportunities for group discussion on topics which matter to them and their community. Such groups can even be informal. As the field workers listen to their conversations and discussions, they would be able to identify common problems and needs that the people express. Much can be accomplished if village people discuss, plan, and act together. The field workers' role is to *plant* ideas, encourage people, analyse the situation, assist in planning and ensure action resulting in satisfaction among the people with whom he works.[7]
4. *The integrated or village approach.* At the village level, the field workers should recognize the fact that they are part of a team working together co-operatively to accomplish the goals of the out-of-school population education programme. Therefore, it is important that they work closely with representatives of other development programmes of both government and private agencies in developing an integrated programme aimed at meeting the needs of all the population in the village. A common understanding of the goals to be attained must be

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[7] Bajewa, G.S. and K.G. Bhandari. *Making practical educational extension programmes in community development.* New Delhi, Directorate of Extension, Ministry of Food and Agriculture, Government of India, 1960.

established for everyone on the team. It is necessary to lay down a complete plan of the educational programme that is intended for the village.

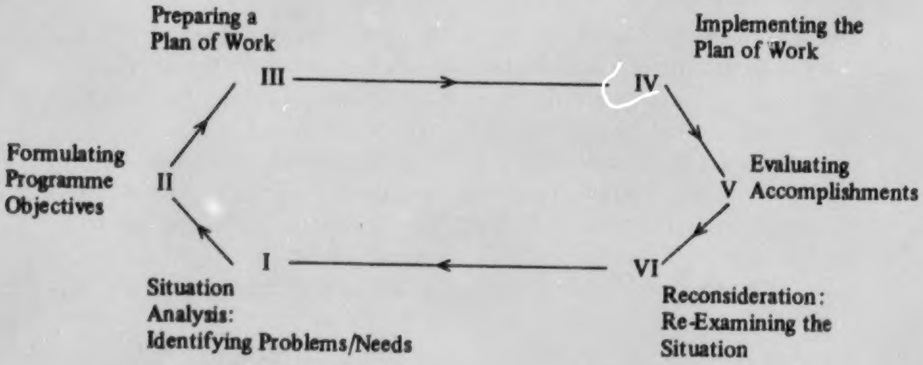
The characteristics of the work situation of the field workers determine what approach or approaches they should apply in a particular area when planning with the people.

Whatever the approach or combination of approaches may be followed by the field worker, the basic guidelines and the process for evolving effective programmes would remain the same.

Programme development process

Programme development is a continuing and repeating cycle of steps or procedures that frequently overlap with each other. There is no short cut to the process. Each step has to be accomplished because each one affects the next. There are no fast rules that can be followed to accomplish each step, as details must be worked out to fit a given situation. The experiences of the field workers and the target clientele as they work co-operatively together are among the basic factors that will determine the phasing of the programme development process. A brief description of the major steps and the procedural guidelines that one should bear in mind are presented in the following pages:

Schematic presentation of the process


Preparing a Plan of Work
III
Implementing the Plan of Work
IV
Formulating Programme Objectives
II
Evaluating Accomplishments
V
I
Situation Analysis: Identifying Problems/Needs
VI
Reconsideration: Re-Examining the Situation

The diagram indicates evaluation as one of the six steps. In fact, it is a built-in process with the assumption that each step is being evaluated and the results of this evaluation becoming the basis for decision, planning and action as one moves from one step to another in the programme development process.

Step I. Situation analysis

Sound programme development starts with the analysis of the actual situation. In analysing the situation, the field worker should use facts gathered on the situation through a combination of various means such as review of existing documents, observations, meetings with local leaders and field workers and specialists, informal consultation with groups in the community and organized surveys to identify significant needs and interests of the target clientele and socio-demographic characteristics of the community. There are instances when the target clientele does not express its problems or needs although these may be observable to the programme planner. The field workers, through full discussion with the target clientele and using educational processes can help the target clientele become aware of their problems in the context of their lives. In this regard, fact-finding through surveys becomes a teaching-learning process for the target clientele, because they begin to become aware of problems in their situation as they respond to questions that are asked of them. This becomes a particularly valuable educational experience for the people as they themselves take part in the fact-finding activity.

It is recognized that a need implies a gap between *what is* and *what ought to be*. By studying the situation (the community/village which is the target of the programme), *what is* can be determined. Examples of the kinds of information that a programme planner may need to analyse *'what is'* are:

1. Socio-cultural and religious characteristics, e.g. (a) the people involved and their religious affiliations, number, age, educational attainment, housing, nutrition, health, sanitation and other demographic characteristics, (b) organizations in the area - social, religious, cultural, economic, and political.
2. Physical conditions, e.g. land use, soil types, major crops, area planted, yield, livestock, machinery, equipment, etc.
3. Economic conditions, e.g. (a) land tenure system, labour supply and cost, prices of agricultural products, transportation, markets, etc.,(b) existing development programmes including those on population-related matters,etc.
4. Facilities and assistance available in the community.
5. Other pertinent background information on the area involved depending on the kind of programme being planned.

Once the problems and needs have been identified in the local situation they must be prioritized, taking into consideration the problems that affect the great majority of the target clientele and which have to be attended to within a given time. An effective programme cannot be all things to all people at the same time. There must be a system of priority.

Another important element that we should keep in mind is the fact that earlier in the process, preferably, at the needs assessment stage, there should be an agreement on the procedure to be followed in the programme development process through meetings of field workers, local leaders, specialists and other knowledgeable persons in the community so that all concerned will understand the step by step procedure and their roles and functions in it at all the stages.

Step II. Formulating programme objectives

As in every educational activity, the objectives of out-of-school population education are directed at producing change in what people know, what they feel and think and what they actually do. Generally speaking, the objectives are based on the judgement of official leaders or the people themselves and knowledge generated by research and experiences of knowledgeable people such as subject specialists, experts and others about the needs, interests, problems, resources and aspirations of the target audiences and their community.

Because objectives express the ends toward which the educational efforts are directed, a great deal of thought must be put into their formulation. Thus, the field worker must be concerned with how to formulate 'sound objectives'.

Objectives can be categorized as sound if they are:

1. Dynamic and likely to promote action.
2. Socially desirable.
3. Achievable in terms of the maturity of the group and available resources.
4. Developmental, leading to constantly higher levels of achievement.
5. Definable in terms of behavioural changes in people - changes in knowledge, skills and attitudes.
6. Evaluative, i.e., they permit gathering of evidence of actual progress of the people.
7. Specific and clearly worded.[8]

In a nutshell, an educational objective can be said to be sound only if its statement, besides other things, provides information about the following three major components:

1. The audience to be reached.
2. The contents or subject matter to be covered.
3. The behavioural change or what changes in knowledge, attitude, skills, awareness, interest, understandings, abilities that need to take place in the people concerned.[9]

Objectives may be classified as long-range, intermediate and immediate (measures to achieve the long-range objectives). In between the long-range and immediate objectives are intermediate ones. For example, the long-range objective of out-of-school population education programmes is "to improve the quality of life of the people." Intermediate objectives may be expressed in terms of what can be done to improve the physical and social well-being of the family. Example: "To enable mothers to develop awareness and understanding of the importance of child-care for the improvement of quality of life." Within this context, an immediate objective would be, among others, as follows: "As a result of the teaching-learning activity, the mothers should be able to explain the effects of a large family on food and nutritional requirements of the family members."

The field workers arrive at the immediate objectives through full discussion with the target clientele and analysis of the actual situation. The immediate objective is the working level objective. Working objectives must be educational - that is, an activity must result in a change of behaviour on the part of the intended audiences. Working objectives involve economic and social outcomes. Economic outcomes may be thought of in terms of increased income, increased output in the factory, increased yield of vegetable gardens, rice farm, etc. Social outcomes are identifiable in terms of better education, health, clean home surroundings, more participation of local leaders, etc. The process of attaining these outcomes, however, is fundamentally one of education.

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[8] Kelsey, Lincoln D. and Cannon C. Hearne. *Co-operative extension work.* Ithaca, New York, Comstock Publishing Associates, 1963. p. 130-131.

[9] Khan, Ansar Ali. *Curriculum development in out-of-school population education.* Bangkok, Unesco. ROEAO, 1980. mimeo.

Step III. Preparing a plan of work

In a programme development process, statements of situations highlighting significant needs, and problems of the people, and the long-range objectives to be achieved within a specific period of time are generally followed by a definite plan of work. Sometimes a plan of work is also called action plan. It is so because a plan of work is a statement of the activities to be implemented by the field workers either through their own efforts or in collaboration with other departments, during a specific period of time to achieve the stated programme objectives. A well thought out plan of work includes the following information:

a) Who is to be served – Target audiences
b) What is to be done – Activities
c) Who is to do it – Field worker himself or a resource person from some other agency
d) How it is to be done – Teaching methods and learning experiences
e) When it is to be done – Dates and duration
f) Where it is to be done – Venue where the activity is likely to be carried out
g) How results are going to be measured – Evaluation.

The experiences in the region have shown that the plan of work even though prepared on the basis of above-mentioned criteria faces implementation problems unless the field worker at the time of its preparation take a realistic and rational account of the availability of human and material (financial and institutional) resources. It is thus advisable for the field worker to assess the availability and commitment of such resources before finalizing the plan of work. A suggested tabular form that can be used for writing a plan of work is given below.

Plan of Work

a) Geographical area: Village, sub-district, etc.
b) Summarized situation statement:
c) Programming area: Out-of-school population education
d) Target audiences:
e) Long-range objectives:

Specific educational objectives	Activities	Methods and learning experiences	Dates and duration	Venue	Responsible persons/ organizations	Evaluation methods and accomplishment indicators

Step IV. Implementing the plan of work

This is the stage where a plan of work mutually developed with a clear understanding of the procedures and the roles to be performed by all concerned individuals and agencies has to be put into operation. Experience has shown that one of the preliminary steps to be taken in the implementation of out-of-school population education programme like other educational programmes is the mobilization of planned human and material resources. This will call for an inter-agency coordinated action which is apparently a very sensitive area. It would thus be advisable for the field workers to call a meeting of all concerned to review once again the plan of work with the aim to study the availability of resources committed at the time of preparation of the plan and make adjustments in it if necessary. Periodic meetings of the individuals and agencies involved in the programme will be helpful in keeping the plan of work up to date by incorporating new developments. As a result of these reviews, and meetings, adjustments may have to be made in certain aspects of the plan such as the calendar of activities and events, methods and materials, subject matters, and sharing of inter-agency responsibilities. A clear understanding and mutual trust in the capabilities and potentials of each participating agency in the implementation of the planned activities are extremely important to ensure smooth implementation of the out-of-school population education programme.

Step V. Evaluating the accomplishments

Out-of-school population education, like any other educational programme, is expected to contribute to the social and economic development of the target clientele. But how can population educators tell whether or not the objectives of an out-of-school population education programme have been attained? They look for indicators or evidences that a change in the 'right' direction has taken place in the target clientele as a result of the teaching-learning processes. These evidences of success are expressed in terms of observable behaviour or results of behaviour.

The success of the population educators' work with out-of-school population is thus judged by the extent to which they have created a new outlook in the target clientele such that a change in behaviour takes place in the participants of the teaching-learning process. For example, although it may be of interest to know how many times a field worker had carried out home visitations to the target clientele, in the final analysis, what is important as an indicator of behavioural change is the actual practice of the concept that is expected to be learned by the learner (target clientele).

In general terms, the following are some examples of social indicators of expected outcomes that can be subsumed under the four broad headings. Other categories are possible. This list is by no means exhaustive:

1. Physical improvement
    - Adequate food (kind and quality)
    - Improved health and nutrition of family members
    - Adequate housing
    - Clean home surroundings
2. Social development
    - Improvement in social status of the family
    - Development of local leadership to assume leadership roles in their respective communities to provide continuity of the programme
    - Family and child welfare
    - Effect of recommended practices on the system of values, code of conduct that govern individual and group behaviour, kinship or religious institutions
    - Positive attitude towards the programme
3. Economic development
    - Increase in income
    - Adoption rate of the income-generating practices being recommended
    - Participation or increased participation of target clientele in gainful employment
4. Integrative
    - Extent to which local initiative has been generated and involved in the planning, implementation, resource mobilization and evaluation of the programme
    - Extent to which agencies worked together co-operatively and co-ordinatively.

Evidences of changes are not readily observable in human beings. However, evidence of success in attaining outcomes is indicated by what a person *does*, not merely by what he says. A field worker should look for evidence of the success of the objectives in terms of observable behaviour, or results of behaviour. He asks the question: Have the target clientele (farmers, homemakers, youth, etc.) done anything as a result of the teaching-learning activity? Has there been a change in the status or way of life since the teaching-learning activities began?

Determination of indicators of educational experiences is a vital step in planning for and defining the objectives of the teaching plan. The analysis of the teaching plan in terms of what the field workers intend to do (specific objectives); what is intended to be taught (subject matter); how the educational work is to be done (teaching methods or learning experiences); who are to be reached (target clientele); and what is expected of the target clientele to be able to do (behavioural changes expected or behavioural outcomes) enables the field worker to anticipate meaningful and satisfying teaching-learning results as expressed in desired behavioural changes. This is also a preliminary step in the evaluation process, a topic which is discussed in Chapter Five.

The field workers can systematize their method of finding out if the teaching-learning activities are contributory to the outcome. This analysis is appropriately done during programme planning or during the implementation of the programme. This makes possible modification in the teaching-learning plan whenever necessary. If not done during either of these two periods, it must be done as part of the terminal evaluation.

The following is a suggested form to help field workers in the identification of critical indicators that they should look for as evidences of the result of their educational activities: 10

Specific teaching objective	Subject matters (what to teach)	Teaching methods (Learning experiences)	Target clientele (Who are to be reached)	Behavioural outcome (Changes expected in the target clientele)

Step VI. Reconsideration – re-examining the situation

Based on the results of the evaluation in terms of accomplishments of the programme objectives, emerging new problems, changing needs and aspirations and availability of resources, the entire population education programme may need to be reviewed and replanned. The process to be followed and the people to be involved for collecting, analysing and interpreting the data for the assessment of needs and measurement of accomplishments will be the same as described under Step I (Situation Analysis) and Step V (Evaluating Results). Needless to say, replanning of the programme need to follow the same steps as that of programme development process.

The field workers' role in the planning and programme development process

The field workers perform a vital leadership role in the planning and development of out-of-school population education programmes. They are, as their job

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10. Sabroskey, Laurel K. "The place of teaching plan analysis in the evaluation plan," in Darcie Byrn (editor). *Evaluation in extension.* Washington, D.C., Division of Extension Research and Training, Federal Extension Service, U.S. Department of Agriculture, 1959.

designation implies, where the action is. They give ideas, encouragement and direction. They set the stage for individual, group/community action which serves as a foundation for the future. They are alert to new ideas, new technology and better methods, without losing sight of the practical requirements of the target clientele they relate to. All these are part of their educational work. As professional workers, they should develop local leaders and stimulate leadership. It is through these local leaders that they plan and implement programmes. Through them, the continuity of the out-of-school population education programme can be ensured long after the field workers would have left the community.

The field workers' ability to plan requires that they:

1. understand the function of planning in providing direction and system to their educational job;
2. possess skill in programme planning procedures;
3. are sensitive to the target clientele's problems and needs and able to identify them as they analyse their work situation;
4. possess the ability to formulate sound and significant objectives and goals and the courses of action to attain them; and
5. possess the skill in involving local leaders in the planning and implementing processes.

The field workers adequately equipped with the knowledge and skills for programme planning and development processes and with a clear view of the expected roles of different individuals and agencies as described in this Chapter, are likely to come out with a good out-of-school population education programme. However, this planned programme would need to be implemented to achieve the stated objectives. The implementation generally encompasses a variety of activities for the different aspects of the programme. This Manual, however, is limited only to those aspects related to the development of integrated curriculum and learning materials, and programme evaluation. The detailed discussions on each of these areas are presented in Chapters Three, Four and Five of this Manual. The examples provided and instruments presented in these Chapters are of course prototype in nature, and would thus need to be adapted to suit varied local situations.

CHAPTER THREE

CURRICULUM DEVELOPMENT IN OUT-OF-SCHOOL POPULATION EDUCATION

The term curriculum in its broadest sense refers to all the planned learning activities or experiences provided by an educational programme to a group of learners or target audience. As such it may include objectives, content, learning activities, materials/teaching aids and evaluation means and tools. In its narrow sense a curriculum may refer solely to the core contents or content outline of a particular programme or field.

Although in the past, the term curriculum had been principally associated with the formal school system, this term has now come to be accepted and used in the out-of-school sector. However, in the out-of-school sector, the term *programme* is interchangeably used with the term curriculum. Out-of-school practitioners and workers have a bias in favour of the term programme because they feel that it connotes more practicum or field operational aspects. On the other hand, planners, administrators and managers of out-of-school programmes prefer to use the term curriculum because they believe that this connotes coherence and continuity in determining educational activities and in assessing their effectiveness in terms of programme objectives.[1]

Curriculum development process

Curriculum development for out-of-school population education is both a dynamic and a continuous process. It is dynamic in the sense that the curriculum is never static. It has to keep on growing and changing if it is to keep pace with the changing needs, interest and conditions of the target audience for which it has been developed. It should be flexible enough to accommodate new developments and ideas if it is to be relevant and up-to-date.

Curriculum development should be a *participatory* process all the way from situational analysis through the revision. To insure its effectiveness and the support of all concerned, curriculum development should not be a one-man job. Rather it should be a joint and collaborative effort of an interdisciplinary team of personnel involved in the out-of-school programmes. The experiences and expertise of programme personnel, staff of other government, semi-government and/or voluntary organizations engaged in similar or related programmes, community leaders and representatives of the target audience should be utilized in the development of a relevant and sound curriculum for the out-of-school population education programme.

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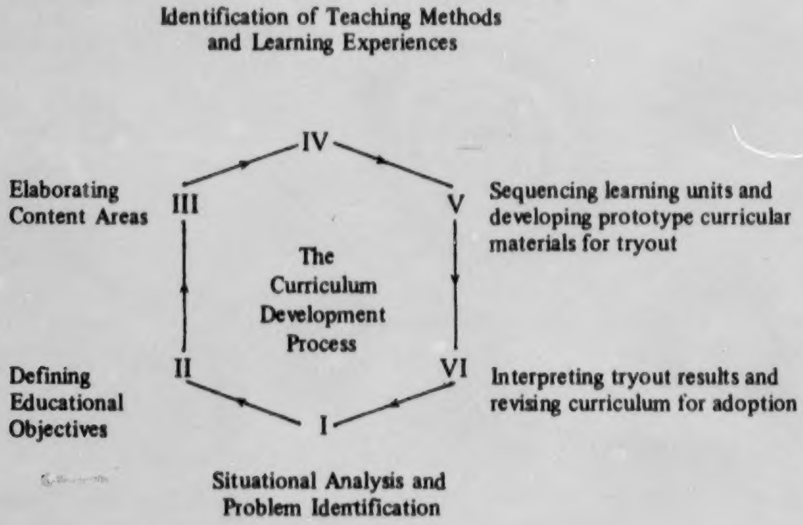
[1] Khan, Ansar Ali. *op. cit.,* p. 1-2.

Whether planning a curriculum for an in-school, or for an out-of-school programme the curriculum development process follows several general sequential steps. These general steps are shown in the diagram below.[2]


Identification of Teaching Methods and Learning Experiences
IV
Elaborating Content Areas
III
V
Sequencing learning units and developing prototype curricular materials for tryout
The Curriculum Development Process
Defining Educational Objectives
II
VI
Interpreting tryout results and revising curriculum for adoption
I
Situational Analysis and Problem Identification

Step I. Situational analysis and problem identification

At the analysis and problem identification stage, the interdisciplinary group of curriculum developers study the needs and characteristics of the target audience as well as the situations in their community through different means. The information or data collected are analysed to identify their priority needs and problems, their socio-demographic profile and the resources available in the community.

Step II. Defining educational objectives

The target audiences prioritized needs and problems provide the input for the next step which is the definition of educational objectives. General as well as specific objectives are formulated on the basis of such needs and problems. The specific objectives which are actually the expected behavioural changes in the learners or target group should be stated clearly and in observable and measurable terms so that they can be readily grasped and understood by workers and lay people alike, and so that they can be easily measured and evaluated. As stated earlier in Chapter Two, a sound educational objective should contain three essential components, namely: the audience to be reached, the behavioural change in knowledge, attitude or skill and the content or subject matter.

Step III. Elaborating content areas

The formulation of educational objectives is followed by the elaboration of content areas. In this step, the major content areas for a particular programme are selected. These are then expanded into sub-topics and arranged in a logical or psychological sequence. The objectives provide the basis for the selection of the content areas.

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[2] *Ibid.*

Step. IV. Identification of teaching methods and learning experiences

The identification of teaching methods or learning experiences and activities is the next step. The teaching methods and learning activities selected should be those that carry out the objectives in a most efficient and effective manner. They should elicit maximum participation from the learners and be interesting enough to hold their attention. At the same time they should be practical and ensure the utilization of local available resources.

Step V. Sequencing learning units and developing prototype curricular materials

Once the identification of teaching methods and learning experiences is completed, selected learning units or content areas are arranged sequentially and they now become the content of prototype or sample curricular materials which may be developed in any type or format. Pretesting or trying out these curricular materials to a sample of the intended target audience is important to determine their potential effectiveness.

Step VI. Interpreting tryout results and revising the curriculum materials

As a final step in the curriculum development process, the tryout results are analysed and interpreted to be able to identify the components or parts of the materials that need to be revised or dropped entirely in order to improve them. Revisions are then correspondingly made. When materials are ready to be adopted for use, they are reproduced in sufficient quantity and distributed to the intended users.

There is no final curriculum. Consequently, the implementation or use of newly developed materials does not mean the end of the curriculum development process. Continuous feedback on the use of these materials and on the changing needs and conditions of the target audience should be gathered by the curriculum developers. This feedback should determine the need for the periodic revisions of the materials and eventually their phasing out and replacement with new ones. Thus, the curriculum development for the out-of-school population education becomes a continuous and dynamic process making provision for life-long learning.

Sample curricula for selected non-formal education programme

In Asia and the Pacific today, various programmes for the out-of-school youth and adults are being undertaken by government, semi-government and voluntary organizations. These organizations as a consequence, have developed curricula suited to their respective target audience. Presented below are samples of curricula that range from the simple listing or outline of contents to the more sophisticated type that includes objectives, content, activities, materials and even evaluation.

The participants to the 1979 Unesco Workshop in Nueva Ecija, Philippines developed a variety of core contents for a number of non-formal education programmes. Some of them are presented below:[3]

Core contents for food and nutrition

I. Importance of food and nutrition
    A. For better health
    B. For building a strong nation

II. Knowledge of different food groups and their functions
    A. Protective and resistance-crediting foods
    B. Energy-giving foods
    C. Body-building foods

III. Food selection, preparation, preservation and serving
    A. Essentials of good food
    B. Preparation of low-cost balanced diet
    C. Diet for infants (0-6 years) and pregnant women
    D. Preparing food for infants
    E. Preservation of nutritive values of food while cooking
    F. Protecting food against flies and other insects
    G. Serving food attractively
    H. Relationship between good and adequate food supply and family size.

Core contents for backyard vegetable gardening

I. Importance of backyard vegetable gardening
    A. Supplies fresh vegetables for the family
    B. Produces vegetables for better health and nutrition
    C. Promotes proper utilization of vacant space in the backyard
    D. Allows for proper use of leisure time
    E. Increases family income

II. Preparation of a backyard vegetable garden and care of plants
    A. Planning the garden location
    B. Preparation of land
    C. Selection of seeds and seedlings and planting with proper spacing
    D. Cultural operations (weeding, watering)
    E. Application of organic fertilizers like compost and mulching

III. Economics of backyard vegetable gardening
    A. Marketing - individual and co-operative
    B. Investments and profits

IV. Preparation and preservation
    A. Making the best use of available food
    B. Preservation of food
    C. Short-term storage

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[3] [Unesco] Regional Training Workshop in Instructional Materials Development for Out-of-School Population Education, San Leonardo, Nueva Ecija, 18-29 June 1979. *Final report*. Bangkok, Unesco ROEAO, 1979.

Core contents for poultry (chicken) raising

I. Importance of poultry raising
A. Provides food for the family
B. Improves the nutritional standard of the family
C. Provides gainful employment to out-of-school youth to supplement their family income
D. Make use of left-over foods

II. Construction of a poultry house
A. Types of poultry houses
B. Materials needed
C. Construction of low cost poultry houses by using locally available materials

III. Selection of breeds
A. Description of different classes of chicken according to usefulness
1. egg type
2. meat type
3. dual purpose type
B. Characteristics of a good layer and good broiler
C. Sources of chicken for raising

IV. Care and management
A. Feeds and feeding
1. Different kinds of poultry feeds
2. Selection of feeds
3. Sources of poultry feeds
4. Preparation of poultry feeds
5. Proper feeding
B. Control of poultry diseases
1. Common diseases of poultry
2. Symptoms of poultry diseases
3. Preventive measures for poultry diseases.

V. Marketing
A. Markets for poultry products
B. Packing and transportation

The following sample curriculum was developed during the National Field Operational Seminar in Literacy organized by the New Delhi Directorate of Non-Formal (Adult) Education, at Seva Mandir, Udaipur, India on 5–24 January 1977.

Course content outline on public health and hygiene nutrition and family planning for field workers

Problem	Specific objectives	Content	Methodology	Learning experience
Lack of awareness on the: 1. nutritive value of food	1. To make the community aware of nutritive value of different constituents of food-stuffs available in the village.			
2. balanced diet and its effects on health	2. a) To develop an awareness of the ability to choose better diet from locally available food-stuffs. b) To make mothers aware of the need for a special diet for children. c) To develop awareness in women about the need for a special diet for expectant and nursing mothers.	Constituents of food and selection of better diet from locally available food-stuffs. Selection of right kind of diet for the children, the sick, the expectant and nursing mothers, and working adults.	Group discussion illustrating through A.V. Aids. Demonstration. Charts. Films.	Exhibition of locally available food and specifying the nutritive value of food-stuff. Discussion on the need for balanced diet, preparing tables and charts of special diet required for children under 2, expecting women and nursing mothers. Discussion on the causes of skin diseases and relating them to determine deficiency of vitamins.
Lack of awareness about family planning.	1. To make them aware of the need for family planning. 2. To enable them to recognize and realize the contribution of family planning to better living.	Need of family planning for a happy family; economic, social, health and nutritional implications of family planning. Family planning methods. Family Welfare Planning Centre.	Need for a family discussion, observation, demonstration through A.V. Aids. Visit to a Centre, case history. Posters. Charts.	Discussion about the need for family planning. Exposure to the illustrative material showing the need. Discussion about the benefits of adopting family planning methods for the family.

Course content outline on public health and hygiene, nutrition and family planning for field workers (cont'd)

Problem	Specific objectives	Content	Methodology	Learning experience
	3. To make them acquainted with the personnel and the place where guidance for family planning is available.			Visiting a Family Planning Centre. Sharing experiences of people who have adopted family planning; listening to success stories in family planning.

Population education for out-of-school is not always integrated in non-formal education and development programmes. In some instances it stands as a separate programme for the out-of-school youth and adults and field workers. Samples of curricula for such target groups are given below.[4]

Core contents of population education for rural youth and adults

I. **Family size**

  A. Effects of family size on:
    1. Production and supply of food
    2. Nutrition of family members
    3. Mother and child health
    4. Ability of parents to provide health and medical care for their children
    5. Ability of parents to provide attention and guidance for their children
    6. Ability of parents to provide leisure time activities for the family members
    7. Ability of parents to provide education for their children
    8. Family savings.

  B. Effects of female age at marriage on family size

II. **Population structure**

  A. Population situation of the village highlighting population size, age-sex structure, birth and death rates.

  B. Effects of population size and growth on:
    1. Provision of adequate safe drinking water for the community
    2. Environmental sanitation
    3. Spread of communicable diseases
    4. Employment opportunities for the village labour force
    5. Health services, facilities and supplies
    6. Infrastructure such as roads, school buildings, bridges, irrigation ditches, etc
    7. Transportation facilities and other social services
    8. Status of women.

  C. Effects of a young age structure on community services such as education, health and recreational facilities.

III. **Migration**

  A. Migration situation in the village which may include migrants' characteristics such as age, sex, education, occupation, etc.

  B. Causes of migration to towns and cities.

  C. Effects of out-migration on the place of origin.

  D. Measures to remedy the unfavourable effects of out-migration on the village.

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[4] *Ibid.*

IV. **Family planning**

- A. Family planning methods
- B. Counteracting rumours on side effects of family planning methods
- C. Available family planning services and facilities in the village or nearby places
- D. Available reading materials on family planning and their sources.

During the Regional Workshop on the Development of Materials Integrating Population Education in Non-formal Education Programmes, organized by the Unesco ROEAO at Los Banos, Philippines on 3-21 November 1980, the participants made a survey of the knowledge, attitudes and practices relating to population education of a sample of village farmers, mothers and out-of-school youth. Based on the data gathered from this survey, the group decided that the programme of population education for this target audience should include the following contents.

Core Contents of Population Education for Out-of-School Youth and Adults

I. Basic concepts of population dynamics
  - A. Births
  - B. Deaths
  - C. Migration

II. Factors contributing to large family size
  - A. Early marriage
  - B. Sex preference
  - C. Other pronatalist values

III. Effects of large-size families on:
  - A. Income
  - B. Sanitation
  - C. Nutrition
  - D. Others

IV. Consequences of large families on:
  - A. the community
  - B. the nation

V. Measures to solve population-related problems
  - A. Population education
  - B. Family planning
  - C. Increasing food production
  - D. Providing income-generating activities
  - E. Others

An example of a population education curriculum for out-of-school field workers is presented on the following pages: [5]

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[5] Sub-Regional Group Training Course in Population Education, Bangkok, 18 August – 5 September 1980. *Report.* Bangkok, Unesco ROEAO, 1980. p.37-43.

Curriculum on basic population education concepts for out-of-school field workers

Objectives	Concepts	Main ideas	Methods and materials
A. To develop understanding of population education co concepts as a component of adult education programme. B. To help develop understanding of the interdependence of population situation and the quality of life. C. To promote understanding of the relationship between population and different aspects of development	1. Population	1. Population refers to people living in a particular area at a given time.	1. Dialogue, discussion with the use of audio-visual aids.
	2. Demographic concepts a) Census b) Composition of the population c) Dependency ratio d) Population change 1. births 2. deaths 3. migration	2. a) Census is the counting of people in a given area at a given time, showing age, sex, and dependency ratio. b) Population can be classified according to some characteristic like age, sex, education, occupation, religion, place of residence, etc. c) Dependency ratio shows the number of children and old people in relation to the productive adults. d) Population growth is dependent upon births, deaths and migration.	2. Question and answer – field survey – study of census data and vital statistics – self-study.
	3. Population situation	3. Population situation refers to size, growth, composition and distribution of population, fertility, mortality and migration trends.	3. Dialogue, discussion, audio-visual aids, self-study, survey.

Objectives	Concepts	Main ideas	Method and materials
	4. Population and development	4. Interrelationship between population and social, economic, educational, health, ecological and family welfare developments.	4. Dialogue, discussion, audio-visual aids, question and answer, problem solving.
	5. Population and change	5. a) Determinants of population change in the past and the present e.g. socio-cultural values, standard of living, educational opportunities, participation of women in the labour force, age at marriage, immigration and emigration. b) Population change has an impact on socio-economic development.	5. Discussion, field projects, case studies, observation visits.
	6. Population and environment	6. a) Food production, management, and utilization. b) The addition of unwanted and unhealthy matter pollutants into the environment. c) Mental, physical and social well-being of people.	6. – Dialogue, discussion, audio-visual – Observation – Demonstration – Survey
	7. Population policy	7. Policy relating to population size and family planning.	7. Discussion, self-study.

Objectives	Concepts	Main ideas	Method and materials
	8. Concept of population education	8. a) Population education may be defined as an educational process which helps people to understand the implications of population factors on the well-being of the individual, the family and the society. b) Population education involves the study of the probable causes and consequences of population change. These causes and consequences may be biological, social economic, political or cultural in nature.	8. – Dialogue, discussion,audio-visual aids – Role-playing – Survey – Exhibition
	9. Quality of life a) Balance between population and resources (renewable and non-renewable). b) Relationship between population and 1. Standard of living. 2. Essential services. 3. Decision-making.	9. a) If there are more people, more resources are required to meet their basic needs. b) Resources are things that people use, e.g. water, land, energy, air, food, etc. c) Standard of living refers partly to the well-being of the individual, family and community. d) Essential services include health, education, transport, housing, energy, provision for jobs.	9. Dialogue, discussion with audio-visual aids. Question and answer – Field projects – Role playing – Survey – Study of census reports – Self-study for inferring relevant data

Objectives	Concepts	Main ideas	Methods and materials
		e) The individual is aware of the population situation and makes decisions about them.	
D. To help understand and acquire skills in using educational techniques to ensure wider participation of learners in population related problem-solving.	10. Adult educator as change agent	10. a) The field worker is the agent for social change. b) His role is that of a catalyst and facilitator. c) He should have the capacity to adapt himself/herself according to the changing needs.	10. Role playing, demonstration, use of mass media, discussion techniques, problem-solving.
E. To help improve interpersonal (oral), written and visual communication skills.	11. Oral communication skills	11. An effective communication is that: a) Which influences the listener in a positive way and wins him over to the side of the communicator	11. Dialogue, discussion related to population issues.
		b) There are three main components in the simplest communication model: 1. the communicator/source 2. the channel/medium 3. receiver	Practical exercises for gaining direct experience on distortion filteration and misinterpretation. Role playing and discussion. Small group discussion.
		c) Skills required in effective communication are related to: 4. listening, rationalization and arriving at conclusions	

Objectives	Concepts	Main ideas	Methods and materials
		5. initiating and conducting discussion 6. logical presentation of facts and figures 7. conducting dialogue on rational basis 8. explaining facts in simple and effective manner 9. objective reporting 10. involving learners/listeners in the discussion 11. establishing interpersonal relationship.	
	12. Visual communication skills	12. For good communication, one requires some elementary knowledge and skills of lettering, graphics and use of colour. These skills are required to be developed in the areas of: a) preparation and use of simple visual aids b) use of waste materials for developing simple visual aids c) making effective use of blackboard d) involving learners in the development of visual materials.	12. – Demonstration and discussion – Exhibitions – Observation – Practical experience in the use of blackboard for simple line drawing, etc. – Care will be taken to relate all experiences to population issues.

Objectives	Concepts	Main ideas	Methods and materials
	13. Written communication	13. For writing effectively one has to have command of the language used in the area. Other writing skills are related to: a) clarity, brevity and simplicity. b) sequencing the messages logically. c) using graded approach for developing language skills. d) having elementary knowledge of linguistics. e) using graded approach for the presentation of ideas and facts. f) legibility in writing. g) encoding, decoding and interpreting in simple language.	13. – Discussion and demonstration. – Practical experience in writing simply and effectively. – Practice/exercise in presenting population concepts in simple language – Presenting demographic data in the form of charts.

Curricular approaches for integrating population education in out-of-school programmes

The experiences of some countries have shown that population education for the out-of-school becomes more meaningful and effective when integrated in ongoing non-formal and development programmes. However, the concepts of integration varies from programme to programme and from country to country. In general, the integration of population education into various development programmes has been done by different countries and programmes following either one or combination of the integration approaches described below.[6]

Separate unit approach

This approach calls for the development of a separate unit in population education and making this unit an integral part of the curriculum of an ongoing development or non-formal education programme. This approach is mostly found in the training curriculum for field functionaries, and in some cases, in the curriculum for out-of-school youth and adults. An example is the Curriculum on Basic Population Education Concepts for Out-of-School Field Workers on pages 29 to 34.

Infusion approach

In this approach the curriculum developer identifies separate population education topics or concepts and infuses these in the related specific topics in the contents of the development programme. While this approach allows for a relatively wide coverage of population concepts, the inter-relationships between and among the isolated population education concepts cannot be clearly seen. Moreover, this is rather a difficult process to follow as it requires a high level of professional competency to identify relevant population education concepts and the topics in the content of the non-formal programme which can serve as their natural plug-in points. Unless the plug-in points in the programme are related to the population education concepts to be integrated, the coherence and unity of the newly developed integrated curriculum will suffer. This approach is currently being tried in various countries in the region especially in the areas of literacy and rural development programmes. Examples of curricula prepared following this approach have been presented on pages 53 to 85.

Core learning kit approach

This approach differs from the separate unit and infusion strategies in the sense that it does not advocate the integration of population education units or concepts into or within any other disciplines or programmes. Instead the advocates of this approach identify common areas of interests and needs of various groups of target audience. They determine sets of relevant population education concepts and then develop them into a series of learning activities and materials. These activities and materials are finally compiled into the form of modules or guides referred to as 'core learning kits'. Field workers of various agencies are trained in the contents and use of these kits. They are however instructed to adapt them to varying socio-cultural settings. The Population Centre Foundation of the Philippines is trying this approach. However, the core contents of population education for rural village youth and adults given on pages 27–28 if translated into a series of learning activities, materials, etc., can be a good example of this approach.

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[6] Khan, Ansar Ali. *op. cit.*, p. 8-10.

The preceding discussion shows that there is no one curricular approach for integrating population education in the non-formal education programmes that has been accepted and adopted by all the countries in the Asian region. There are hardly any studies or researches to prove the superiority of one approach over the other. It may be therefore advisable to try any of these approaches and modify it in the light of the local needs and conditions and experiences gained.

Development of integrated curriculum for out-of-school population education

The adoption of any or a combination of the curricular approaches for integrating population education in non-formal education programmes requires the development of integrated curricula for these programmes. To clarify the concept of what an integrated curriculum is, the following definition is hereby cited:

> An integrated curriculum is a curriculum composed of components of more than one disciplines/areas such as curriculum for functional literacy, integrated rural development and integrated human resource development.[7]

To ensure the systematic development of sound and relevant integrated curricula some guidelines are necessary. Guidelines may be in the form of principles or in the form of steps or procedures to be followed.

Principles in the development of integrated curriculum

Some guiding principles for the development of an integrated curriculum are given as follows:[8]

1. An integrated curriculum should be based on the needs/problems and characteristics of the target audience.
2. It should be relevant to national development goals.
3. It should be suited to local conditions.
4. It should be flexible.
5. It should make use of available local resources.
6. Its development should be a continuous process.
7. Its development should be interdisciplinary and participatory.

Ideally an integrated curriculum should be developed on the basis of the oneeds/problems and characteristics of the target audience and woven into the fabric of local conditions to be meaningful and relevant. At the same time it should reflect national development goals to be able to contribute towards their realization. It should not be rigid such that it discourages the inputs of new knowledge and development as a result of the newer findings of researches and studies and the changes in the social milieu. As much as possible the use of local resources should be maximized to facilitate implementation. In the process of development, an interdisciplinary and/or inter-agency team or committee representing various related disciplines or programmes as well as representatives from the target audience should be involved. No single individual or agency can develop an integrated curriculum that can most effectively answer the multifarious needs of the out-of-school population. Besides, the participation of agencies or individuals concerned in a non-formal education programme will ensure support for it.

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[7] [Unesco] Regional Training Workshop in Nueva Ecija. Final report. *op. cit.,* p. 29.

[8] [Unesco] Regional Workshop on the Development of Curriculum Materials Integrating Population Education in Non-Formal Education Programmes, Los Banos, Laguna, Philippines, 3-21 November 1980. *Report.* Bangkok, Unesco ROEAO, 1980.

The procedural guidelines in the development of integrated curriculum

These procedural guidelines indicate the actual steps or procedures to be followed in developing the integrated curriculum. These steps dovetail the general steps followed in developing any curriculum except for the fact that several other general and detailed steps have been added.

After selecting a service area or community to be targeted and developed the development of an integrated curriculum may proceed as follows:[9]

1. Analysis of the situation
   a) Review of available publications or literature about the community
   b) Interview of local leaders and workers
   c) Survey of the needs and characteristics of the target audience:
      1. Preparation of survey instrument
      2. Pretesting, revision and reproduction of survey instruments
      3. Administration of the survey instrument.
2. Analysis and interpretation of data
   a) Identification and prioritization of problems/needs of the target audience
   b) Getting the profile of the target audience.
3. Formulation of curriculum objectives.
4. Determining the contents of the non-formal programme where population education is to be integrated.
5. Determining the population education contents that could be integrated into the non-formal education programme.
6. Identifying the entry or plug-in points in the non-formal programme content for integrating population education contents.
7. Listing down the specific population education contents opposite or below the related programme contents (the entry points).
8. Identifying the teaching methods or learning activities that will achieve the objectives.

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[9] *Ibid.*

9. Determining specific curriculum materials to be developed for selected contents and learning activities.
10. Identification of evaluation means and development of instruments for determining extent of achievement of the objectives.
11. Development of the selected curricular material/s.

1. Analysis of the situation

The first step that the curriculum developers have to take is to make a situational analysis of the target audience and their community. Their problems or need areas, socio-demographic characteristics as well as the physical conditions under which they live and the existing resources in the community should be identified. The houses, land, ongoing non-formal education and development programmes, health, educational, religious and recreational facilities and services in the community should be noted. Such demographic characteristics as population size, growth and structure, family size, age at marriage, migration behaviour and birth and death rates should be looked into. It is also useful to find out their socio-economic characteristics such as language, religion, occupation, civil status, income, education, literacy level, visual perception level, media habits, reading materials and knowledge, attitudes and practices related to population education and some problem areas. The problems of the target groups which may be on literacy, health, food production and supply, employment, vocational skills preparation, income-generating projects should also be identified.

The needs and characteristics of the target audiences as well as their physical living conditions may be identified and determined through reading of documents, reports, records and other publications about the community, interview of local leaders and field workers, occular inspection of the community, and formal survey, or a combination of them. Interviewing the village leaders besides serving as a source of information gives the added advantage of getting their support and co-operation. Occular inspection of the community will provide data on the physical conditions and environment.

Conducting a formal survey of the community requires determining the sample respondents and preparing, pretesting, revising, reproducing and administering of survey instruments. The instrument to be used may be an interview questionnaire or a checklist. Examples of such instruments are given as follows: [11]

a) INTERVIEW QUESTIONNAIRE ON POPULATION EDUCATION

To be addressed to adult respondents for gathering basic information and their knowledge, attitude and practice about Population Programmes

PART I. GENERAL INFORMATION

Name : ____________________________________

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[11] Unesco Workshops, Nueva Ecija and Los Banos, *op. cit.*

Sex : ____________ Age : ________

Religion : ____________________

Educational Attainment : ______________________________

Civil status :
☐ Single
☐ Married
☐ Widowed
☐ Separated

Age at marriage : ______

If married, number of children ________ total
________ male
________ female

Major occupation : ______________________________

Main source of income : ______________________________

Other sources of income : ______________________________

Annual income : ______________________________

Number of persons in the household : __________ persons

________ 0–3 years ________ 13–17 years
________ 4–6 years ________ 18–20 years
________ 10–12 years ________ 21 years and over

Dialect used in the home : ______________________________

PART II. KNOWLEDGE, ATTITUDES AND PRACTICES

	Yes	No	Don't know	No comment
1. Have you heard about population education?				
2. Do you think you and the other members of your household should know about population education?				
3. Do you have any reading materials on population education?				
4. Would you be interested in reading materials on population education?				
5. Do you believe that population education will improve the quality of life?				
6. Do the field/government workers include population education in their lectures/ discussions/sessions?				
7. Do you have any knowledge about family planning?				
NOTE TO INTERVIEWER: Ask question 8 (a) to married respondents only. 8. a) Do you practise family planning?				
b) Do you approve of family planning?				
9. Do you feel embarrassed when people talk about family planning?				
10. Do you believe in early marriage?				
11. a) Do you favour a small family?				
b) How many children do you think constitute a small family? ______ children.				
12. Have you thought of the number of children you would like to have?				
13. Do you believe that a 3-children family is an ideal family?				
14. Do you think preference for a particular sex of a child leads to larger families?				

	Yes	No	Don't know	No comment
15. Do you think more children create problems for the family to provide for:				
– transport?				
– food?				
– nutrition?				
– housing?				
– health?				
– education?				
– employment?				
– environment?				
16. Do you think migrating to the cities will always improve the life of the people?				
17. Do you believe that rapid population growth causes problems?				
18. Do you listen to radio broadcasts?				
19. Do you attend community meetings?				

PART III. PROBLEMS, NEEDS AND SOLUTIONS

1. What pressing problems do you have in your family?

NOTE TO INTERVIEWER: Rank problems according to importance.

2. What problems do you have in your community?

NOTE TO INTERVIEWER: If the respondent is unable to give an answer, probe. For example, you may ask the respondent if they have problems on water, health facilities, recreational facilities, etc.)

3. What do you think are the possible causes of the problems in your community?

4. What efforts are being done by government and non-government agencies to solve the problems of the community?

____

____

____

5. If given the chance, what activities would you like to be introduced in your village to help solve the community problems?

____

____

____

b) QUESTIONNAIRE ON POPULATION EDUCATION

To be addressed to the out-of-school youth for gathering information about their background, aspirations, knowledge and attitude about population education programmes.

I. Basic information

A. Identifying data:

1. Name: ______________________________

2. Age: ____________________

3. Sex: Female ________ Male ________

4. Education: ______________________________
(Highest grade/year completed)

5. Family size: ______________________________
(Number of siblings)

6. Surviving parents: Father ☐
(Please check) Mother ☐

7. Position in the family: Eldest ______ Second child _______
Third child _____
Youngest ________

8. ______________________________
(Religious affiliation)

9. Organization affiliated:
____
____
____

B. Activities currently engaged in:

1. Economic:

(Activities)	(Estimated Income)
________________	₱ ________________
________________	₱ ________________

2. Community improvement activities (Give examples)
____
____

60

3. How did you carry out the various community improvement activities mentioned above? Please elaborate.

____

____

4. Economic activities you plan to undertake in the future.

____

____

5. a) What are your recreational and sports activities?

Recreational	Sports
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________

b) How often do you participate in these activities?

Recreational	Sports
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________

6. What recreational and sports facilities are available in your community? (Please enumerate)

Recreational	Sports
______________	______________
______________	______________
______________	______________

C. Knowledge about population programme

1. What do you think are the reasons why others do not practise family planning?

____

____

____

2. Do you think your community is over-populated?

________ Yes ______ No Why? ______________

____

____

3. Do you think rapid increase in population would affect the following?

a) environment ☐ Yes ☐ No
b) employment ☐ Yes ☐ No
c) food supply ☐ Yes ☐ No
d) health services ☐ Yes ☐ No
e) housing ☐ Yes ☐ No
f) natural resources ☐ Yes ☐ No

4. In your opinion what are the problems affecting the youth in your barangay? ____________________

____

____

____

____

II. **Beliefs and attitudes**

A. Have you heard about:

1. Population education? ☐ Yes ☐ No
2. Family planning? ☐ Yes ☐ No

B. From whom/where have you heard of: 1. Population education, 2. Family planning?

(Write (1) for population education and (2) for family planning)

__________ neighbour
__________ school
__________ friends
__________ radio
__________ print media
__________ others (specify)

C. What is your idea of population education?

____

____

____

D. Are you in favour of population education?

__________ Yes __________ No Why? __________

____

E. What types of reading materials do you have at home? (Please check)

____________ comics

____________ magazines

____________ newspapers

____________ leaflets

____________ books

____________ others (specify)

F. What kind of reading materials do you like to read?

____

____

III. **Aspirations:**

A. What do you think is the ideal age at marriage for

1. males? _____ years

Why?

____

____

2. females? _____ years

Why?

____

____

B. What is your preferred number of children? ____________

Why?

____

____

C. What do you plan to do to improve your family's welfare?

____

____

Interview Questionnaire on Nutrition Knowledge and Practices
(Ask of Married Women only)

Part I. Socio-Demographic Information

1. Respondent No.: ______________________________
2. Age: ______________________________
3. Education: ______________________________

4. Occupation: ______________________________

5. Gross family income (annual): ____________________

6. Number of living children: ______________________

Part II. Nutrition Knowledge and Practices

1. What is your understanding of good nutrition?
   - ☐ eating much food
   - ☐ eating a balanced diet
   - ☐ eating expensive foods

2. What is malnutrition?
   - ☐ condition that results from failure to get proper kind of food the body needs
   - ☐ condition that results from failure to get proper kind and/or amount of nutrients the body needs
   - ☐ unhealthy physical condition

3. What brings about malnutrition?
   - ☐ eating inexpensive food
   - ☐ excessive amount of food
   - ☐ insufficient nutritious food

4. What are the effects of malnutrition?
   - ☐ impaired physical/mental growth
   - ☐ poor eyesight
   - ☐ hypertension (high blood pressure)
   - ☐ others (specify)

5. Who among the following are most easily affected by malnutrition?
   - ☐ father
   - ☐ pregnant mother
   - ☐ lactating mother
   - ☐ pre-school child
   - ☐ grown-up child

6. Check the foods required by pregnant women in larger amounts:
   - ☐ milk
   - ☐ meat

☐ fish
☐ sugar

7. Which of the following and how many glasses of each is recommended daily for a growing child?

☐ soup __________ glasses
☐ soft drink __________ glasses
☐ milk __________ glasses

8. Is milk good for body building? Yes______ No ______

9. Suppose that a member of your family is anaemic. Which of the following foods would you give him?

☐ liver
☐ sugar
☐ fruit

10. What nutrients are provided by food? ____________________

11. What foods are the good sources of:

Vitamin A: ____________________
Vitamin C: ____________________
Iron: ____________________
Calcium: ____________________
Protein: ____________________

12 a) What are the functions of the different nutrients:

Vitamin A is good for

☐ the eyes
☐ the gums
☐ the skin

b) Vitamin C is good for

☐ the gums
☐ prevent colds
☐ digestion

13. Which of the following would be most easily affected by malnutrition?

☐ large families with low income
☐ large families with high income

☐ small families with high income

14. What is good about breast-feeding?

☐ healthier babies

☐ helps spacing of children

☐ inexpensive and convenient

☐ healthy mother

15. What are the nutritious foods you give your children in your regular meals?______________________________

____

16. If you were to have more children, could you still be able to provide the same nutritious foods? Yes ______ No______

Why?____________________________________

17. What are the government programmes in your community on nutrition?

____

____

d) QUESTIONNAIRE

To collect general information about the village
(General, Socio-Economic and Demographic)

1. Name of village:______________________________
2. Land area: __________________________________
3. Population: __________ Male: _______ Female: __________
4. Religions: __________________________________
5. Major occupation:______________________________
6. Major sources of income: ________________________
7. No. of employed persons (15–65 years) __________________
   unemployed (15–65 years) __________________
8. Government agencies working in development programmes in the village
   a) ______________________________________
   b) ______________________________________
   c) ______________________________________
   d) ______________________________________

9. Non-government agencies working in development programmes in the village: ______________________________

10. No. of persons attending school: ____________________

11. No. of persons not attending school:

    0–3 years ______ 13–16 years ______
    4–6 years ______ 17–20 years ______
    7–12 years ______

12. Literacy:
    a) No. of literates __________
    b) No. of semi-literates __________
    c) No. of illiterates __________

13. Educational facilities: ____________________

14. Non-Formal Education Training Centres: ____________________

15. Non-formal education programme:
    a) Name of programme ____________________
    b) Agency conducting ____________________
    c) Target audience ____________________
    d) Enrolment ____________________
    e) Courses offered ____________________
    f) Reading materials ____________________
    g) Reading materials with population education added ____________________

16. No. of programmes which have population education integrated: ______________________________

17. Barriers to family planning:
    a) Religion: ______________________________
    ____
    b) Social: ______________________________
    ____
    c) Economic: ______________________________
    d) ______________________________
    e) Others (specify): ______________________________
    ____

18. Growth rate: ______________________________

19. Recreation facilities: ______________________________

2. Analysis and interpretation of data

Analysis and interpretation of data calls first for the tallying and tabulation of the responses. Simple percentage analysis of responses to individual items may be enough. Correlation of individual socio-demographic characteristics such as age, religion, education, etc., to some responses may also be undertaken. Frequency analysis can also be resorted to.

From the analysis and interpretation of data, the profile of the target audience as well as their problems, knowledge, attitudes and practices can be identified and determined. Sometimes, it is not possible to work on all the identified needs of the target audience due to some constraints. In such a case it is necessary to prioritize the problems and select the most pressing ones to work on.

3. Formulation of curriculum objectives

Having thus identified the broad problem areas, the next step is to formulate the educational objectives in the light of these problem areas. General and specific objectives that consider the target audiences needs in relation to population education and the non-formal education programme should be formulated. A detailed description of formulating objectives is already given in Chapter Two of the Manual.

4. Determining contents of non-formal education programme

With the objectives providing the direction, the contents of the non-formal education programme where population education is to be integrated should be laid down if this has not yet been predetermined. Major topics of the content and their sub-topics should be listed and arranged following a logical sequence.

5. Determining population education contents

The identification of the population education contents follows. The information on the extent of the target audiences knowledge, attitudes and practices on population education as well as their needs along this line should determine the selection of population education contents and their emphasis. These core contents may be given in topic form or in concept/statement form.

6. Identifying entry or plug-in points

To make the integration of population education natural and not forced, the non-formal education programme content should be analysed to identify specific topics which are closely related to specific topics/concepts of population education. These identified specific topics in the content of the non-formal education programme should be the entry points for the integration or infusion of the identified related topics/concepts of population education.

7. Listing population education content/s opposite or below entry points

To guide the users of the integrated curriculum on where and when to teach the identified population education topics/concepts, the latter should be listed or written down opposite or immediately below the related non-formal education programme topic where it should be integrated.

8. Identifying teaching methods or learning activities

The learning activities selected should be those that will carry out the objectives and at the same time interesting. Activities that require individual, group or mass approach may be selected. Activities that require face-to-face contact or otherwise may be used. Activities may also be those that require the use or non-use of materials or teaching aids. Specific types of learning activities are lecture-discussion, sharing of experiences, listening to resource persons, observation and field trip, small group discussion, brainstorming, question and answer, reading of printed materials, listening to radio scripts or tapes, demonstration, experimentation, measurement, computation, role playing, folk media and others.

9. Determining specific materials to be developed

Specific teaching aids and materials may be suggested to enhance and supplement the effectiveness of the selected teaching strategies. In the absence of available materials, specific motivational, instructional and/or follow-up ones may be determined to be developed.

10. Identification of evaluation means

The means for evaluation, including the instruments, may be included in the integrated curriculum to be able to assess whether the objectives have been achieved and to what extent. Informal evaluation such as observation and/or inspection of finished products, practices and behaviour may be suggested. Formal evaluation such as paper-and-pencil tests, may also be used but for out-of-school target this type of evaluation may not find much favour.

11. Development of selected curricular materials

The development of materials will be discussed in detail in the succeeding chapter.

Samples of integrated curricula

The following samples of integrated curricula on various non-formal education programmes infusing population education may help personnel of non-formal education programmes develop and/or adapt similar ones for their respective target audiences. These samples were developed by the participants of the Unesco workshops on materials development integrating population education in Nueva Ecija, Manila and Los Baños in 1979 and 1980 respectively.

1. Course content outline for population education and civic and citizenship development for the out-of-school clientele

Objectives	Civic and citizenship development content	Population education contents (enrichment)	Motivational and instructional materials/strategies
A. General Provide opportunities for the development of upright citizens and worthy members of society.			
B. Specific			
1. Identify the duties and responsibilities of an individual for the betterment of the family and the country.	1. Functional literacy a) Civic and citizenship development 1) Role in the development of a morally wholesome and spiritually satisfying community – Love of God – Love and respect for parents and one's fellowmen – Value of life – Rights, duties and obligations of a citizen.	1.1 Structure of the family. 1.2 Human reproduction (moral aspect). 1.3 Responsible parenthood. 1.4 Preserving family solidarity. 1.5 Filipinos and their moral values related to fertility. 1.6 Family size and its effects on a) some functions and expectations of family members b) interpersonal relationship.	1.1 Discussion. 1.2 Film showing. 1.3 Listening to resource persons 1.4 Community assemblies

Objectives	Civic and citizenship development content	Population education contents (enrichment)	Motivational and instructional materials/strategies
2. Analyse the significance of physically and intellectually healthy members of the community.	2. Role in the development of a physically healthy community a) Physical fitness programmes. b) Literacy-musical presentation. c) Sports leagues: ball games, tennis, bowling.	2.1 Human sexuality vis-a-vis animal and plant sexuality. 2.2 Psycho-sexual development during puberty and adolescence. 2.3 Physical and biological characteristics and their effects on population growth.	2.1 Comparative charts. 2.2 Film showing. 2.3 Use of resource persons. 2.4 Use of panel speakers. 2.5 Symposium. 2.6 Case studies. 2.7 Problem-solving.
3. Appreciate the values derived from involvement in community activities by joining local organizations and participating in socio-economic assemblies.	3. Role in the development of an emotionally mature and socially developed community. a) Joining civic organizations such as scouting, youth activities, b) Participating in socio-civic assemblies of the community.	3.1 Social and religious values that affect the number of children in a family. 3.2 Family size and its effects on the emotional and social health of family members.	3.1 Lecture-discussion. 3.2 Role playing. 3.3 Problem-solving.

Objectives	Civic and citizenship development content	Population education contents (enrichment)	Motivational and instructional materials/strategies
		3.3 Factors which influence the development of sex attitudes. 3.4 Responsible sexual behaviour. 3.5 Emotional problems related to sex drives.	
4. Engage in income-generating projects for the out-of-school youth and adults to augment family income.	4. Role in the development of economically stable community a) Vocational courses: dressmaking, tailoring, cosmetology. b) Home projects, poultry and hog raising, etc. c) Home industries non-formal classes: electronics, shell-craft, etc.	4.1 Food production rates and population growth rates. 4.2 Effects of rapid population growth (RPG) on the: a) economic development of the family and community; b) standard of living.	4.1 Graphical representation of rates. 4.2 Organization of short-term courses. – Introduce income-generating projects.
5. Participate in the sanitation and beautification programmes of the community.	5. Role in the development of a clean and beautiful community a) Launch environmental sanitation drives: trash recycling, garbage disposal, backyard cleanliness.	5.1 Effects of RPG on the a) environment;	5.1 Field trips or film showing of model communities.

Objectives	Civic and citizenship development content	Population education contents (enrichment)	Motivational and instructional materials/strategies
	b) Propagation and care of ornamental plants. c) Backyard gardening.	b) utilization and conservation of community resources; c) different community services.	5.2 Demonstration on the propagation and care of plants. 5.3 Actual involvement in sanitation drives.

2. Course content outline integrating dressmaking and population education for out-of-school youth

Objectives	CONTENTS		Methods/activities	Aids for instruction
	Dressmaking	Population education		
1. To improve dressmaking knowledge and skills to enable the audience to become economically self-reliant.	I. Dressmaking tools and equipment Importance of appropriately selected sewing tools and equipment.	I. Favourable conditions (tools) for achieving happy and successful family life.	I. – Guided group interaction – Actual demonstration on the use and care of sewing equipments and tools. – Brainstorming.	Posters Exercises
2. To develop awareness of the ill–effects of rapid population growth.	II. Taking accurate body measurements Procedures and importance of taking accurate body measurements.	II. Discussing the effects of over-population in one's community - particularly on: 1. health 2. food 3. employment 4. environment 5. family life 6. nutrition 7. housing 8. natural resources.	II. – Picture story. – Discussions. – Brainstorming. – Role play. – Games.	– Posters – Games – Exercises.
3. To engage in actual planning and decision-making exercises.	III. Basic and foundation patterns Importance and procedures in making foundation patterns.	III. Importance of planning in true to life situations – definition/value of planning – planning exercises.	III. – Dressing a model – Guided group interaction. – Brainstorming	– Sets of materials for dressing and statue. – Games.

3. Integrated curriculum for lowland rice production and population education

General objectives:

1. To help farmers raise the productivity of their farm to ensure that available food is adequate for the needs of their families.
2. To develop in farmers awareness and understanding of population problem as these relate to their life situation.
3. To develop in farmers an understanding of the relationship between rice production, population education concepts and family well-being.

Behavioural outcomes:

As a result of the teaching-learning experiences, the farmers are expected to:

1. Exercise more care in doing the various steps in rice farming.
2. Acquire positive attitudes toward limiting the size of their families.
3. Seek the assistance of extension agents and/or family planning motivators and other knowledgeable persons for problems pertaining to their farms and families.

Specific objectives	CONTENTS		Materials
	Rice production	Population education	
A. To help farmers become aware of population problems.			A. Posters – the motivational posters targeted on the message that a small family would be more desirable than a large one.
1. Understand that if rural families continue to be large, family members would be sharing inadequate home space and comforts;	1. Planning for rice production. Utilizing available resources.	1. Husband and wife must plan to have children within their resources.	1. Poster emphasizing the message that less number of children in the family means more opportunities for the development of healthy
2. Understand that if rural families continue to be large,			

Specific objectives	CONTENTS		Materials
	Rice production	Population education	
family members would be sharing an inadequate supply of food.	2. Preparing the land. Ploughing and harrowing. Thorough ploughing and harrowing loosen and separate the soil, minimize the growth of weeds; make roots of rice plant penetrate the soil better; hence, ensuring good growth of rice plants.	2. A good environment is necessary for the proper development of children.	children depicting a happy healthy family of five relaxing in a comfortable home, in contrast to the picture of a large family looking sick and sad in a squalid environment.
B. To reinforce farmers' knowledge that technical advice and assistance from extension agents, family planning motivators and others are available in the barangay (village) to help them improve their farm productivity and their families' well-being.	3. Preparing seedlings. Preparing the seed-bed. Application of fertilizers on the seed-bed. Selection of high-yielding variety seeds. The observance of proper practices in the above stages promotes good plant growth which ensures a good harvest.	3. Babies must be given good nutrition and care to ensure their healthy development. An expectant mother must be provided with good nutrition and prenatal care to ensure a healthy offspring.	2. Poster emphasizing the message that less number of children in the family means adequate supply of food for family members; depicting a small family having dinner around a well-filled table, in contrast to a large family that hardly has enough to eat.
C. To enable rice farmers to increase their knowledge on the why of certain practices at various stages of rice production.	4. Transplanting the seedlings. The consequences of high density of seedlings per hill. The importance of proper spacing of plants between hills. If there are too many seedlings per hill and these are close to each other, the tillering capacity of the rice plant is reduced; rice plants will grow	4. Spacing of children – wider spacing between two consecutive births is important to keep mother and child healthy; small number of children means better development of healthier children.	B. Comics The instructional material is in comic book format. The main characters portrayed are a young couple desiring to have another child and an extension agent, who, through a teaching-learning process helps the farmer grow a good crop and at the same time brings into the discussion parallel concepts of population education.

Specific objectives	CONTENTS		Materials
	Rice production	Population education	
	tall and thin, resulting in poor rice stand.		
	5. Weeding The field must be kept free of weeds as these compete with rice plants as regards nutrient utilization.	5. Proper environment and adequate nutrition are necessary for the development of the child.	C. Comics The same material as described above.
	6. Controlling pests and diseases. Appropriate use of pesticides to protect plants from pest and diseases, thus ensuring a good crop.	6. The smaller the family the more chances it has of using preventive measures against diseases that affect children. Similarly, the family is better able to seek medical assistance for the sick.	
	7. Harvesting Deciding on the right time for harvesting the rice - when majority or approximately 80 per cent of the grains on the whole panicle have already ripened.	7. Good care and proper environmental conditions contribute to the development of healthy members of the family, thus ensuring a bright future for them.	

4. Integrated curriculum for backyard vegetable gardening and population education

Objectives	CONTENTS		Materials
	Vegetable gardening	Population education	
General objective To develop an understanding about vegetable gardening that could promote self-employment, better health and nutrition, and population education.	I. Importance of backyard vegetable gardening 1. Proper utilization of space in the backyard. 2. Produces fresh vegetables for the family. 3. Improves nutritional standards of the family.	1. Population situation of the village. 2. Consequences of family size on different aspects of life, such as health and nutrition, education, employment, clothing, and income as these are affected by backyard vegetable gardening.	I. Motivational posters with these messages 1. Too many children to feed; keep your family small. 2. For better health, grow more vegetables; have less children. 3. For better health, space your children as you space plants.
Specific objectives To enable the village people to: 1. utilize the vacant space in the backyard for growing vegetables; 2. produce fresh vegetables for the family; 3. improve their health and nutritional standards;	II. Preparation of a backyard vegetable garden 1. Preparation of layout plan of the garden. 2. Preparation of seed-beds. 3. Selection of seeds and raising seedlings. 4. Planting methods.	1. Physiology of plant growth in relation to human reproduction. 2. Concept of planned gardening and planned family. 3. Parallelism between essential component/requirements of vegetable growing and their relationship with family-size, growth, and care of children.	II. Instructional charts 1. Plant growth as related to human reproduction. (Flip chart) 2. Layout of a backyard vegetable garden, including cropping pattern.
4. explain the effects of spacing of cildren on the health of the mother and other family members;	III. Care of the garden 1. Inter-cultural operations including watering and weeding.	1. Importance of maintaining the fertility of land and fertility of women for producing healthy generation.	III. Booklets 1. The story of Barangay Nieves - highlighting demographic situations and consequences of

Objectives	CONTENTS		Materials
	Vegetable gardening	Population education	
5. discuss the relationship between family size, and production and supply of vegetable to improve the quality of life; 6. utilize leisure time profitably;	2. Use of organic fertilizers such as compost and mulching.	2. Need for supplementary food for over-utilized land and women giving frequent births. 3. Use of pesticides to prevent and cure plant diseases as compared with immunization and use of medicines for prevention and cure of diseases among human beings.	rapid population growth (illustrated). 2. Grow more vegetables and be healthy. (A guide to backyard gardening depicting relationship between family size and vegetable requirements). 3. Modules on backyard vegetable gardening. 4. Comics story on vegetable gardening - "Boon's Family."
7. supplement the family income through sale of vegetable produced from the backyard garden.	IV. Marketing of garden produce 1. Individual 2. Co-operative.		
	V. Cooking and preservation 1. Proper methods of cooking to check loss of nutrients 2. Storage and preservation.	Big family size - no surplus of food for storage and preservation.	

5. Integrated curriculum for poultry (chicken) raising and Population education

Objectives	CONTENTS		Materials
	Poultry raising	Population education	
General objectives To develop an understanding about poultry raising that could promote self-employment, better health and nutrition and population education.	I. Importance of poultry raising 1. Increases family income. 2. Productive use of leisure time. 3. Improves protein intake of the family.	Complementary relationship between poultry raising and family income, protein intake, and health of the family.	I. Motivational 1. Radio spots and jingles on the message "Produce and eat more poultry for a healthy family." 2. Slogan and sticker. Theme: for a healthier tomorrow, raise poultry. 3. Poster with this message: "Raise poultry, increase your income."
Specific objectives To enable the village people to: 1. demonstrate skills in poultry raising such as construction of poultry house, selection of breeds, proper feeding, and control of pests and diseases.	II. Construction of poultry houses 1. Types of poultry houses. 2. Use of available local materials for making a poultry house.	The need of all living species for adequate housing spacing, lighting and ventilation for better growth and health. (Approach from the point of view of meeting the needs of different species).	II. Instructional 1. School-on-the-air programme – a series of radio scripts on various aspects of poultry raising.
2. help increase family income through poultry raising. 3. improve protein intake of the family by increased supply of poultry products.	III. Selection of breeds 1. Acquaintance with different kinds of breeds-layers and broilers. 2. Characteristics of good layers and good broilers.	The reproduction process of human beings.	2. Booklet on construction of various types of poultry houses (Illustrated), highlighting the emerging needs of human housing due to population growth in the urban areas. 3. Flip chart on human reproductive process.

Objectives	CONTENTS		Materials
	Poultry raising	Population education	
4. improve skills in marketing poultry products.	IV. Care and management		
5. analyse the complementary relationship of poultry raising and population growth for improving the standard of living	1. Knowledge of different kinds of poultry feeds and their sources. 2. Selection of feeds. 3. Preparation of poultry feeds from locally available materials. 4. Proper methods of feeding. 5. Management of water, light, and litter. 6. Common poultry diseases, their prevention and control.	1. More care and maintenance of family members needed by a large family. 2. The special feeds needed by growing chicken at different stages of growth; requirements of pregnant mothers, infants, youth, working members and adults.	4. Drama script covering item IV, 1-6. 5. Comics book on poultry raising. 6. Self-learning materials for item nos. I-VI.
	V. Marketing 1. Marketing of poultry products. 2. Packing and disposal of eggs and broilers. 3. Selection and preservation of eggs and dressed broiler.		
	VI. Economics of poultry farming 1. Facilities available for poultry keeping. 2. Investment and profit.	Economics of frequent deliveries and raising children, highlighting expenditures on delivery and bringing up of many children with special reference to food, education, clothing, etc.	

6. Integrated curriculum for home economics and population education

Objectives	CONTENTS		Integrated materials
	Home economics	Population content	
I. Maternal and child care			
General objectives To gain awareness and understanding of the importance of child care for the improvement of quality of life. Specific objectives To enable the learners to: 1. explain the importance of food and nutrition; 2. develop better health and nutritional standards;	Food and nutrition 1. Importance of proper food and nutrition for: a) pregnant mother b) nursing mother c) new-born child d) pre-school child 2. Basic food groups a) energy-giving foods	Family size affects the quality and quantity of food for pregnant, nursing mother, new-born child, and pre-school child.	Motivational material A poster of a pregnant mother, in front of whom is an array of nutritious food. The caption is: These foods are for pregnant mothers. Module – (instructional material) A module with four frames on pre-natal, post-natal, infant and pre-school child care integrating the population education concept that family size
3. understand the effects of a large family on food and nutrition; 4. be aware of the fact that proper spacing of child-bearing is important for the health of both mother and child; and 5. develop higher aspirations towards better quality of life for mothers and children.	b) protein or body-building foods c) mineral and vitamins or protective and regulating foods 3. Food selection and importance of a balanced diet a) definition of a balanced diet b) composition of a balanced diet 4. Food preparation/serving a) methods of food preparation	Proper food selection and proper nutrition will help lessen the maternal and infant mortality rate.	affects the quality and quantity of food a pregnant and nursing mother, an infant and pre-school child need. Comic booklets: (Instructional material) 1. A comic booklet to show the concept of food preparation integrating the population education concept of family size, its effects on the quality and quantity of food the family gets.

Objectives	CONTENTS		Integrated materials
	Home economics	Population content	
	b) proper handling and serving of food c) eating habits 5. Food preservation a) need for food preservation b) method of food preservation		2. A comic booklet to show the concept of food preservation, handling and good eating habits, integrated with family size and its effect on the way the family is taken care of. Motivational materials
	6. Malnutrition a) definition of malnutrition b) causes of malnutrition c) effects of malnutrition	Proper spacing of pregnancy lessens health hazards on the part of the mother and the child.	Poster: A poster with the idea of three children spaced three years apart before the mother reaches 35 years.
	Health 1. Prenatal care a) physical care of pregnant mother b) proper food needs of the pregnant mother c) preparation for the birth of the baby	Traditional beliefs and values about children cause large family size which in turn lead to malnutrition and ill-health. The larger the family the more care and maintenance of family members are needed.	Cartoon: A grandfather and a grandmother in a cart being carried by several grandchildren. Children means security in old age. Illustrated calendar to show that a parent should have time to monitor the growth of his child.
	2. Post-natal care a) Care of mother after delivery	Too early marriage affect the physiological readiness of the mother to bear children.	Instructional material An illustrated booklet integrating malnutrition with the population concept of traditional beliefs and values about children which cause large family size which in turn lead to malnutrition and ill-health.
	3. Infant care a) Proper way of: 1. feeding 2. bathing 3. clothing the baby		

Objectives	CONTENTS		Integrated materials
	Home economics	Population content	
		The management of the family resources to attain good health will be easier if the family is small.	
	b) food for the infant c) common diseases that affect infants, preventive and curative measures d) monitoring the growth of the infant e) regular medical check-up.	Spacing of children is an important aspect which affects health and financial situation of the family.	Cartoon: A sickly father pulling a cart full of crying children while sickly mother pushes the cart.
	4. Pre-school child care a) Physical care of the child 1. food 2. bathing 3. clothing 4. physical fitness b) Mental/emotional care	Decisions on family size will affect the educational aspirations of the family for their children.	
II. Housekeeping General objectives 1. To develop knowledge and skills of housekeeping so as to ensure a happy environment which leads to achieving a better quality of life. 2. To create awareness in housewives that acquiring housekeeping skills could lead to income generating activities.	Cooking 1. Importance of proper cooking and preparation of food 2. Selection of foods appropriate to the needs of the family 3. Preparation of food	Family size affects the quality and quantity of food the family gets.	

Objectives	CONTENTS		Integrated materials
	Home economics	Population content	
	4. The proper way of cooking the various types of food 5. Planning low-cost and nutritious meals for the family		
Specific objectives 1. To develop skills in cooking different kinds of nutritious food. 2. To acquire skills in sewing clothes for the members of the family. 3. To gain knowledge on proper maintenance and upkeep of the home. 4. To develop good habits and attitudes on home sanitation and cleanliness. 5. To develop knowledge and skills in the day to day management of the family resources. 6. To develop awareness of consequences of a large family size on the basic needs of the family. 7. To develop skills for income generating activities so as to offset family financial resources.	**Sewing** 1. Selection of suitable clothing materials for the family 2. Designing and sewing 3. Cutting and sewing 4. Importance of acquiring sewing skills 5. Remodelling and recycling of old clothes		
	Home maintenance 1. The importance of a well-kept home 2. Orderly arrangement of home facilities 3. Repair and improvement of the house	Family planning affects the size of the family which is closely correlated with the maintenance and sanitation of the home and its environment.	A poster showing a happy family of five in a cozy and well-maintained home. Message: We planned our family so here we are now.

Objectives	CONTENTS		Integrated materials
	Home economics	Population content	
	Sanitation 1. Importance of cleanliness in and around the home 2. Ways to keep the home clean, comfortable and sanitary a) proper waste disposal b) proper drainage c) proper toilets d) proper water storage facilities		
	Budgeting 1. The importance of budgeting family resources 2. Information on family budgeting 3. Information on savings 4. Knowing how to make and keep a balanced budget.	The management of the family resources to attain good health will be easier if the family is small. Decision making is important particularly in budgeting and management of financial resources of the family. This in turn will also affect the future plans on family size.	A poster showing 3 bags of money - a bag for the household needs, a bag for the education of the children, a bag for savings. Message: With a small family one can manage family resources very well. Illustrated booklet (Instructional material) An illustrated booklet integrating budgeting with the concepts of family size and decision making and their effects on budgeting and management of family financial resources.

7. Integrated curriculum for nutrition and population education

General objective:

To develop an understanding among mothers about the nutrient requirements of different population groups as they relate to the quality of life of the family.

Objectives	CONTENTS		Methods/activities	Materials/teaching aids
	Nutrition	Population education concepts		
1. To discuss the – concept of nutrition – essential food nutritients – functions of food nutrients – sources of nutrients	Concept of nutrition – meaning of nutrition – importance of nutrition Classification of food nutrients and sources – protein – carbohydrates – vitamins and minerals Functions of nutrients – body building – energy giving – body regulating	Deficient food results in unhealthy family which leads to increased mortality and low job performance	Lecture-discussion with a resource person. Have audience identify nutritious foods and discuss its importance. Discussion with the help of resource person Draw conclusions from discussions	Chart on food groups Food samples Pictures of food Illustrated booklets on food nutrients and their sources Illustrated booklet on functions of nutrients
2. To explain the food requirements of different population groups such as pregnant and pre-school	Nutrient requirements – pregnant and lactating mothers – pre-school children	The larger the family, the greater is the requirement for food Balanced diet makes a healthy family.	Lecture - discussion	Charts showing nutrient requirements of the vulnerable groups

Objectives	CONTENTS		Methods/activities	Materials/teaching aids
	Nutrition	Population education concepts		
children and their relationship to the quality of life	Balanced diet			Charts on the proportionate ingredients of balanced diet
3. To analyse the relationship between breast feeding and child spacing	Importance of good nutrition for a baby	Breast feeding delays pregnancy	Demonstration on preparation of balanced diet	Cooking utensils and equipments
	Methods of nourishing babies – breast feeding – artificial feeding – mixed feeding	Women who space their children have time to rebuild their health and nutritional status for future pregnancies.	Lecture-discussion led by a married female local leader explaining the relationship between breast feeding and child spacing.	Chart showing methods of nourishing baby Leaflet on breast feeding and artificial feeding Module on breast feeding and child spacing
4. To define malnutrition and enumerate its causes, implications on the health of the family and its prevention	Malnutrition – Meaning of malnutrition – Causes of malnutrition · Overeating insufficient amount of nutritious foods · ignorance about food values	Closely spaced pregnancies affect both maternal and child health Bigger families with low income are likely to be malnourished	Discussion with the help of a resource person	Pictures showing malnourished and healthy children Booklet of malnutrition, its causes including the effects of closely-spaced pregnancy on the health of mother and child and measures to prevent it.
	– Effects of malnutrition · impaired physical and mental growth · illnesses · susceptibility to diseases		Film showing Role playing	Film and projector

Objectives	CONTENTS		Methods/activities	Materials/teaching aids
	Nutrition	Population education concepts		
	· low achievement performance			Radio script about symptoms, and effects of malnutrition on a) mental and physical growth b) infant mortality c) premature birth
5. To demonstrate skills on the selection, preparation and serving of balanced diets	Meal planning – Selection of food ingredients · selection criteria such as economy; types/kinds, quality and food preferences	Planning of family is as important as planning of meals. The larger the size of the family, the greater the amount of food required.	Lecture/discussion on meal planning and the implications of family size on it. Discussion on kinds of food and qualities to look for using pictures.	Pictures of different kinds of foods
	Preparation of a balanced diet – principles of balanced diet preparation · nutrient conservation · savings on human and material resources such as time, energy, etc. · different types of dishes and how they are prepared		Discussion on principles of balanced diet preparation Demonstration and practise cooking	Guide book on cooking which includes the discussion on meal planning and the implications of family size on this activity. Utensils and cooking facilities to be used in the demonstration

Objectives	CONTENTS		Methods/activities	Materials/teaching aids
	Nutrition	Population education concepts		
	– Methods of cooking such as boiling, frying, etc.			
	Serving – Amount of food given to each member of the family – Appearance		Demonstrate the apportionment of cooked food	
6. To demonstrate ways of utilizing leftover foods	Methods of storing leftover food: – for family without refrigerator · heating the leftover foods leaving the lid on · keeping the heated food in a safe place – for family with refrigerator · store food in a covered container and keep it inside refrigerator Utilization of leftover food – – preparing the leftover food into another recipe – reheating leftover food before cooking – feeding leftover food to pets	Storage and utilization of leftover food helps in meeting food requirements of family members thereby reducing food expenditures	Sharing of experiences of mothers on storing and utilization of leftover food. Demonstration on preparation and cooking new recipes out of leftover foods	Leaflet on the storage and utilization of leftover foods

Objectives	CONTENTS		Methods/activities	Materials/teaching aids
	Nutrition	Population education concepts		
7. To demonstrate skills on food preservation.	Principles of food preservation Methods of preserving different food · drying · canning · bottling · fermenting · others	Preserving excess foods helps reduce the imbalance between food supply and family size	Group discussion on the principles and methods of food preservation Demonstration on the methods of food preservation	Self-learning module on the preservation of coconut, fish, etc. Utensils, ingredients, chemicals for demonstrating preservation methods.

8. The Integrated Dressmaking and Population Education for Out-of-School Youths

This integrated curriculum is written for the use of dressmaking trainers in their implementation of the Integrated Dressmaking Curriculum for Out-of-School Youth. This is intended as a guide for their informal group discussions, follow-up meetings at the end of every curriculum unit. There are three (3) basic considerations in developing this instructional material. These are:

1. Dressmaking, family and community life experiences of the trainees as the foci of group discussions.
2. Treatment of curriculum content proceeds from the learners' experiences and knowledge to what they do not know.
3. Suggested methods are made flexible to allow trainers to use appropriate occasions or situations in carrying out the discussions.

At the end of the three (3) discussion meetings with trainees (involving a total of 3 to 5 hours) each of the dressmaking trainees are expected to have:

1. Improved dressmaking knowledge and skills, enabling them to become economically self-reliant;
2. Developed awareness of the ill effects of rapid population growth;
3. Developed favourable attitudes toward planning one's family as an essential component of responsible living; and
4. Engaged in actual planning and decision-making exercises.

Integrated Curriculum for Dressmaking and Population Education for the Out-of-School Youths

PART I: Dressmaking tools and equipment and tools (conditions) for achieving happy and successful married life

CONTENTS		Methodology and activity	Instructional material
Dressmaking	Population education		
A sewing machine in good working order and selected sewing tools and good equipment can make sewing more fun. They also aid greatly in producing garments of appropriate quality and appearance. Selecting the most appropriate tools and caring for them becomes an important responsibility of a dressmaker. A beautiful and appropriately prepared dress enhances comfort and protection to the wearer. Good tools will save time and labour. The following are the basic sewing tools: 1. Needle for sewing machine 2. Pair of scissors (sharp) 3. Tape measure 4. Gauge or ruler 5. Pins and pin cushion 6. Tracing wheels (tracer) 7. Thread	I. Importance of tools Tools and equipment are not only necessary in the production of ladies' garment but needed in all forms of productive endeavours. In farming, one needs farm implements such as plough, barrow, work animals and others before producing rice. In the kitchen you don't only need stoves and pots but also ladles and knives before one can prepare and cook food. Tools and equipment are thus means for the creation and production of any desired product. Likewise, desirable commodities can only be produced if there are properly selected instruments and tools to be used. II. Tools for achieving happy and successful family life Happy and successful family life as a desirable condition can only be achieved if certain psycho-social	1. Introduction At the end of the unit or chapter on sewing tools and equipment, the trainer initiates a group discussion among trainees. The trainer sets the tone for group discussion by engaging the trainees in playing group games and singing popular songs.	Popular song
		2. Discussion Group discussion starts by encouraging volunteer trainees to enumerate and describe uses of sewing tools and equipment. Trainees shall be encouraged to share their feelings about the importance of sewing tools and equipment in the production of ladies' garments.	Poster of dressmaking, tools and equipment
		3. Synthesis Trainers summarizes the discussion by giving a few statements on the importance of sewing tools and equipment.	Refer to content paragraph I page 1

CONTENT		Methodology and activity	Instructional material
Dressmaking	Population education		
8. Hard needle 9. Pattern paper 10. Tailor's chalk 11. Pencil 12. Tailors square ruler 13. Hip ruler 14. Dressmaking notebook 15. Bobbin	situations and other factors are favourable. The following are some of the important factors young people like the out-of-school youths who would be parents sooner should know. 1. Attaining emotional maturity 2. Achieving economic sufficiency 3. Developing favourable attitude toward planning one's family as positive components of responsible living 4. Others	4. Guided group interaction Trainer presents a poster of happy family and guides group interaction as they react to the question, "what tools (conditions and situations) you consider favourable for achieving a happy and successful family life?" Every member shall be encouraged to share their ideas and concepts of a successful married life and the manner in which it can be achieved. Group discussion may evolve on the following: a) Behavioural manifestations of a socially and emotionally matured person b) Indications of an economically prepared young man or woman c) Duties and responsibilities of mothers and or fathers to family and children d) Duties and responsibilities of children to parents e) Duties and responsibilities of families to the community. 5. Conclusion Trainer encourages volunteer trainees to summarize the discussion, and relate the importance of achieving those conditions which contribute to a happy and successful married life.	Poster of a happy family

PART II: Importance of taking accurate body measurements and significance of correct estimates of the consequences of unplanned families

CONTENT		Suggested methodology/activity	Instructional materials (inferences)
Dressmaking	Population concepts		
A. Taking measurements: Much of the success in garment construction depends upon the accurate body measurements. Knowing the measurements will help estimate the amount of clothing materials needed for the garment and ensure best utilization of the cloth. Care should be taken in taking the following measurements: BUST - An easy measure over the fullest part of the body and bust outline. The person taking the measurement stands behind the one being measured. HIPS - An easy measure around the fullest part of the hip with the tape measure parallel to the floor. SHOULDER - From the base of the neck to the end of the shoulder bone. WAIST - A snug measure around the body at the normal waist-line.	A. Importance of correct population estimates: Equally important with the accurate body measurements for the production of ladies' garments is the accurate count of prospective customers from the estimated number of population in order to have basis for determining the amount of supply of clothing and other dressmaking materials for their dressmaking shop. B. Effects of rapid population growth: A dressmaker should not only be concerned with accurate estimates of prospective customers and amount of dressmaking supplies but also aware of the more serious effects of a rapidly growing population in her locality. She must realize that rapid increase of population in her community adverselt effect:	1. Introduction: At the end of the curriculum period on "Taking measurements" the trainer initiates a group discussion among the trainees. 2. Guided group interaction: After trainees have performed some ice-breakers such as games and songs, the trainer presents a poster on taking accurate measurements. Trainees are engaged in describing proper procedures in taking body measurements and encourage to express their views on its importance. 3. Synthesis: Trainer concludes group discussion by emphasizing the important considerations in making accurate body measurements. 4. Population dynamics exercises: a) Picture story: A series of pictures depicting overcrowding shall be passed to all	Poster on body measurements Posters on population dynamics

CONTENT		Suggested methodology/activity	Instructional materials (inferences)
Dressmaking	Population concepts		
NECKHOLE - Actual measurement may not be necessary Measure: 3 inches for average person 6 inches for stout (or desired) ARMHOLE - Pass tape measure around arm loosely for comfort or take as far as the desired length of the dress. LENGTH OF SKIRT - Take it from waist-line down below the knees or as far as the desired length of the dress. AROUND ARM - A use of the exact measurement plus 1 inch allowance. AROUND WRIST - Use the same procedure in taking measurement. Pass tape measure around wrist, inserting 2 fingers.	1. food supply 2. sanitation and health situation 3. environment 4. energy consumption 5. housing 6. others C. Implications of population growth 1. Effects on maternal and child welfare: The number of family members determine to a large extent the average of food intake of the individual members. If the family is small, few mouths will be fed there by increasing the quantity and quality of food served in every meal. 2. Population, food situation and nutrition: Family size is closely related to the distribution of basic necessities among family members. If the family is big the income has to be distributed among fewer members, hence, a small family can live more comfortably than a large family.	trainees. Each participant shall tell a story out of what they see and relate this to the actual situation in their barangay. Every trainee shall be encouraged to relate all possible effects of over-population to the community. b) Circle game: Trainer draws two circles of same size and marked as Circle A and Circle B. Volunteer participants are then called to fill the two circles. Circle A is filled in by three members while Circle B is filled by one member at a time. When enough members had filled Circle A they are asked to remain standing or squatting for 3 to 5 minutes. Members are encouraged to express feelings and observations in the exercise. Discussion may evolve on the following areas: 1. physical discomforts of participants while performing the exercise 2. lack of space for participants to move	

CONTENT		Suggested methodology/activity	Instructional materials (inferences)
Dressmaking	Population concepts		
	3. Population and housing: Rapid population growth causes shortage in housing facilities. Emergence of slums and blighted communities are often seen in areas where there is over population. Example is a large family when members start getting married, they usually settle near their parents' house and simplify this by building extension rooms or barong-barong within the parents' lot. 4. Population and education: A continuously growing population would require more schools, teachers, facilities and others in order to be able to attend to the educational needs of the people.	3. increase of people in a non-increasing land area 4. others. c) Role play: Five (5) volunteer trainees shall be asked to role play a poor family of a tenant farmer with 8 children who is having financial difficulties in meeting the food, clothing and educational needs of the children. At the end of the role play trainees observers shall relate their observations and reactions on the role play using the following guide questions.	Role play
	5. Population and employment: The rapid increase in population each year result in the rise of unemployment in our country. For every four new job openings available, 14 youngsters are waiting to replace them. 6. Population and resources: Increase in population in the barrio or community lead to deplete community resources such as wood, and water supply. With more people building houses, land allotment will necessarily be less.	Trainer emphasizes that accurate body measurements in dressmaking is as important as knowing the possible consequences of unplanned families. She may add additional information on Philippines population growth rates and others.	

CONTENT		Suggested methodology/activity	Instructional materials (inferences)
Dressmaking	Population concepts		
	7. Population and economic growth: It is undeniable that families with fewer children can have better chances of saving for future investments on other income generating projects than families with more children. 8. Population and family life: When the family is too large, family life becomes less cohesive and less personal. There is less privacy in the home and less attention is given to the family members. Parents tend to become more overworked, too tired to find time for children and themselves. And because of the large number of children, time spent on each individual child would be limited.		

PART III: Importance of basic and foundation pattern and significance of planning one's future family as essential element of responsible living

CONTENT			
Dressmaking	Population dynamics	Methodology/activity	Instructional materials (inferences)
I. Importance of foundation patterns There are common methods of preparing patterns for the various parts of ladies' garments. These are basic to the creation of appropriate designs of various types of dresses and fitting them to various body figures. Knowledge of making patterns of several usages is not only important but of practical necessity. These methods include the preparation of patterns for: a) shoulder b) neck-line c) bust d) waist-line e) hips f) collars g) hem-line	I. Importance of blue-prints for construction or production purposes Equally important with basic patterns for the production of ladies' garments, plans and models are necessary to assure the achievement of the desired condition or product. However, appropriate plans and models can only be developed if one has the knowledge of the procedures in planning. II. Definition and value of planning Planning is a process of making a mental projection of what is to be done in the future on the basis of needs and resources available. It is an essential part of any undertaking. It is a process of determining in advance workable solutions, procedures to be undertaken and formulation of measures to prove that every procedure had been properly implemented. Thus planning served as: 1. guide in carrying out an activity; 2. provide direction in solving problems and meeting needs; 3. guide in an orderly and systematic way of doing things.	1. Introduction: At the end of the unit in "foundation to assess knowledge gained in making foundation or basic patterns, trainers meet trainees. 2. Discussion: After initiating some group games, trainer encourages trainees to present and describe the uses of the act of basic patterns they have prepared. Each trainee must be able to relate the use and importance of each basic pattern. If not all trainees were able to come out with a complete set of patterns, the trainer may ask the group to give the reasons for not coming out with the expected output. Group discussion may evolve on the following: a) knowledge of the procedures of making patterns b) technique in making gilt, rolled and continuous collars c) making patterns for different body figures such as flat breast, lean breast, fat back, etc.	College or dress-making a statue

CONTENT		Methodology/activity	Instructional materials (inferences)
Dressmaking	Population dynamics		
	III. Steps in planning 1. Goal setting: Define and determine the present situation and set up objectives that must be clear, time founded, attainable and measurable. Knowing and defining clearly what one wants in any given activity is a task that cannot be overlooked. A person tends to be more precise, accurate and fast if he knows what to achieve because this important piece of information focuses one's attention only to the essential and relevant matters.	3. Synthesis: After giving the community of all the members' reactions, the trainer enumerates the important procedures not adequately learned by trainees, and emphasize the importance of patterns in the production of ladies' garments.	
	2. Determining solutions and alternatives: Determining alternative or considering feasible and possible course of action needed to solve a problem is an integral part of planning. The person has to have one of the solutions in mind and weigh these alternatives which could best solve the problem. One has to consider the resources available.	4. Planning exercise: a) Presentation of exercise: Trainer encourages group members to perform any of the following exercises: – college – tower building – dressing up a statue Trainees formed smaller groups with 5 or 6 members. Depending on the exercise to be performed by all groups, sets of materials for use of each group will be distributed simultaneously.	4 or 5 sets of newspapers, twigs, pastes, pairs of scissors, pins, etc.
	3. Decision making: Decision making is a process of arriving at a solution, a device to solve the problem. It consists of recognizing what the situation is and what the solution requires and changes if any. 4. Implementation: This is the stage wherein the person puts his decision into action.	After brief presentation of the instructions for the exercise the groups will be allowed only 5 minutes to do the exercise b) Discussing the exercise: After five minutes trainees share their experiences/participation in the group activity. Group interaction will evolve on the following areas:	

CONTENT		Methodology/activity	Instructional materials (inferences)
Dressmaking	Population dynamics		
	Anticipation of difficulties in implementation is of great help particularly when plans are long-term duration. 5. Evaluation: Evaluation is a process of determining whether the objectives are met or studying the efforts made to achieve the objectives.	1. Goal setting: What was the objectives of the group? How did the group set their goals? Did they set any objective? How did each of the group members participate in setting objectives? 2. Determining alternatives: Did the group agree on a specific procedure to be adopted? What are those materials? Are they appropriate? 3. Decision making: If there were more than one approach proposed what made the group decide on the approach used? What were the factors considered? How did the group arrived at a concensus? 4. Implementation: What were the steps/procedures carried out? What specific tasks and who were the members performing each of the specific activities? Was there maximum participation? (Individual members should perform their particular tasks in the exercise). 5. Evaluation: What expectations were achieved? What are the evidences which show that certain expectations were realized? What measures were taken to ensure the success of the undertaking? Every trainee must be able to analyse the steps and processes in planning. Strengths and weaknesses of the groups participation in the planning process (in the exercise) shall be identified. c) Synthesis: Volunteer trainee presents the various procedures involved in the planning process.	

CONTENT		Methodology/activity	Instructional materials (inferences)
Dressmaking	Population dynamics		
		Trainer emphasizes that planning like patterns are necessary conditions for carrying out successfully any undertaking. d) Application: 1. Trainer may engage trainees in planning a future dressmaking or other activities.	

CHAPTER FOUR

DEVELOPMENT OF INTEGRATED LEARNING MATERIALS

Countries in Asia and the Pacific region have planned and implemented various types of development programmes aiming at the improvement of the quality of life of the individual, the family, the community and the nation. To accomplish the goals of such development programmes they have taken a number of steps, one of which is the development and production of educational materials. Experiences have shown that most of the materials were developed exclusively around the main disciplines without considering population as one of the major variables for development. It is now an accepted fact that population is one of the key ingredients to development. Therefore, the educational materials to be developed for all these programmes should be those which encompass the contents of the main disciplines and population education. The study of such materials would thus help them, particularly the young adults, to develop better understanding of the related concepts, practices, attitudes and beliefs for making right decisions on all family matters.

To accomplish this objective, the Unesco Regional Office for Education in Asia and the Pacific organized two regional workshops[1] on the development of instructional materials integrating population education in non-formal education and development programmes. The participants of these workshops, besides clarifying different concepts, developed some proto-type integrated motivational, instructional and follow-up materials. A brief but related account of the outcomes of these workshops has been presented below.

Types of learning materials

In order to have a common conceptual frame of reference, these types of learning materials are defined as follows:

1. *Motivational materials* are those materials designed and developed to create awareness and interest/urge to acquire additional information about an idea, programme, project or activity. Examples of motivational materials are:

   a) Printed materials such as posters, flash cards, calendars, comic books, flyers, cartoons, flip charts, bulletins, and leaflets.

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[1] The first workshop was the Regional Training Workshop for Instructional Materials Development in Out-of-School Population Education held at the Philippine Rural Reconstruction Movement (PRRM), San Leonardo, Nueva Ecija, from 18 to 30 June 1979. The second was the Regional Workshop on the Development of Curricular Materials Integrating Population Education in Non-formal Education Programmes held in U.P. Los Banos, Laguna, Philippines, from 3 to 21 November 1980.

b) Audio-visual materials such as television/radio scripts, jingles, sound slides, films, filmstrips; and

c) Special media materials such as theatre, puppet plays and folk media.

2. *Instructional materials* are those materials produced to communicate concepts, ideas, and contents to identified target audiences such as professional workers, special interest groups, and the general public participating in different development programmes. These materials are developed in various forms as enumerated under the motivational materials. However, some of the examples more specific to instructional materials are literacy primers, teacher/instructor's guides, handbooks, manuals, booklets, learning modules, programmed instructional materials, and others.

3. *Follow-up materials* are those materials which help sustain changes in attitudes and behaviours favourable to the set programme goals. In general, these materials are produced to:

a) maintain changes in attitude and behaviour;

b) develop further changes in knowledge, attitude, behaviour and skills;

c) provide supportive services to reinforce or enhance continued use of a practice/idea;

d) summarize significant facts/ideas taught earlier through other materials; and

e) correct deficiencies of existing materials.

The three types of materials as mentioned above are not mutually exclusive. They have been defined or classified as such only for purposes of identification. Motivational materials can be utilized either as instructional or as follow-up materials and vice versa depending on the purpose/s for which they are being used.

Procedural guidelines for materials development

The formulation of procedural guidelines for the development of learning materials integrating population education in non-formal education programmes is of considerable significance for the teaching-learning process. These guidelines indicate the actual steps or processes to be followed in the development of curricular materials. It is important that a field worker in out-of-school population education programme be familiar with these guidelines so that he can maximize his effectiveness in the development of various types of learning materials relevant to the specific needs and interests of the different target audiences.

In view of the similarities in the types and forms of motivational and instructional materials, it is felt unnecessary to develop separate procedural guidelines for each. It is recognized that there may be some differences in the degree of emphasis on some aspects of the guidelines for the development of these two types of materials but the general guidelines presented below could provide direction for both:

1. Secure full information about specific target group(s) and identify their specific needs/problems. (This information may be secured from survey findings, documents, interviews with local leaders, people knowledgeable about the target groups, etc.)
2. Identify specific type (individual/group/mass) and format of materials to be developed (motivational/instructional/follow-up).
3. Formulate the objectives.
4. Determine the curriculum contents including population education content – prepare basic course outline.
5. Write the first draft. This may be accomplished by:
   a) An interdisciplinary team of materials developers;
   b) Commissioning writers; and
   c) Writers workshop.
6. Review of the draft by a panel of experts, i.e. consortium, peers, specialists, technical committees.
   a) Test validity of technical components, art work, etc.
7. Revise the material in the light of the recommendations of the above mentioned experts/specialists, etc.
8. Translate the materials in the language of the target audience if developed in some other language and validate visuals.
9. Pre-test/try-out the materials:
   a) Develop pre-test design (target audience, venue, type of instruments, deviation, etc.)
   b) Develop pre-test instrument (checklist, questionnaire, interview guides, etc.)
   c) Administer the try-out/pre-test.
10. Analyse and interpret the try-out results.
11. Revise the material in the light of results, if necessary.
12. Produce and distribute material in multiple copies.

The methodology for the development of follow-up materials will be similar to the guidelines to be used in developing motivational and instructional materials but it shall commence only after the post-test of these materials. The results of the post-test and other information gathered through feedback shall serve as the baseline data for the development of the follow-up materials. However, the following general guidelines should be considered:

1. The materials should be prepared to support inter-personal communication such as demonstrations, meetings, guided group discussions and workshop;

2. The follow-up materials should be prepared periodically or when needed; and

3. The content should be tailored to suit the specific learning needs of the target audience, built on what was laready learned, skill development oriented, simple and easy to follow but comprehensive and more detailed, and provide alternative approaches and information on delivery services.

The above guidelines are only suggestive and must be adapted to the needs of the country and/or organization involved in the development of various types of learning materials.

Samples of proto-type integrated learning materials

The following are some specific examples of the types of learning materials selected from those developed and produced in the two workshops mentioned earlier:

Motivational materials

The motivational materials consist of posters, illustrated calendars, cartoons, flip charts, and comics. Following are brief descriptions and the messages of the materials:

1. *Posters*

   a) Poster 1 shows a healthy and happy family of five playing in a clean surroundings with a vegetable garden as a background. Message - For better health, grow more vegetables and have a small family.

   b) Poster 2 shows a forlorn, sickly family with six children having very little foods on the table to be shared by eight mouths. Message - For more adequate foods, make your family small.

   c) Poster 3 depicts a happy family with the parents three robust children planting vegetables in the garden and observing proper spacing. The message is, For better health, space your children as you space your plants.

   d) Poster parade, consisting of four different posters on "feeds and feeding of poultry" integrating various concepts of population education and health and nutrition. The first poster shows a woman feeding her chickens with only one kind of feed by broadcasting in a very unhealthy surroundings. The second poster shows a non-formal education class on how to identify and prepare chicken feeds out of locally available resources such as ipil-ipil leaves, fish bones, left-over rice, chopped banana stalks, and others. The third poster illustrates a more scientific way of backyard poultry raising emphasizing the use of proper feeds and feeding as well as housing. The fourth poster shows the proper care and management of poultry, and a happy family of two children, one a school girl leaving for school, and the other a pre-school boy helping mother to feed the poultry. Message - A well-fed and scientifically managed poultry brings satisfaction, good health and education to the members of the family.

e) Poster 5 shows a pregnant woman and the essential foods needed during pregnancy. Message - Pregnant woman should take nutritious foods with the right kind and quantity to keep themselves and their babies healthy.

f) Poster 6 dramatizes proper spacing of children. The message is, Proper spacing makes the mother and children healthy and happy.

g) Poster 7 shows the importance of budgeting and saving, and how to budget the family resources properly. Message - Plan your family for a better future.

h) Poster 8 shows a healthy child and the kinds of foods required to keep him healthy. Message - For good health, give the child the right nourishment.

i) Poster 9 shows a healthy mother and two healthy children. The message is, To be healthy, have a small family.

j) Poster 10 has two frames, one showing malnourished children, and the other showing well-fed and healthy children. The more members in the family, the more malnourished the children will be, is the message.

2. *Illustrated calendar*

The calendar shows a child being weighed periodically to ensure healthy growth and development.

3. *Cartoons*

a) Cartoon No. 1 dramatizes traditional beliefs about children. Message - Are children securities in old age? This is not always true.

b) Cartoon No. 2 shows the difficulty of having too many children. Message - Too many children is a burden to the family.

4. *Flip chart*

Chart shows the methods of nourishing babies. Message - Proper diet leads to healthy growth and development of the baby.

5. *Comics*

a) Comic No. 1 - As You Sow So Shall You Reap.
This is the story of a couple with one daughter.
They have their own house and two hectares of land, living a blissful life. They planned everything they did together and shared in the decision making. They also planned the size of their family so that they can give their children a better future.

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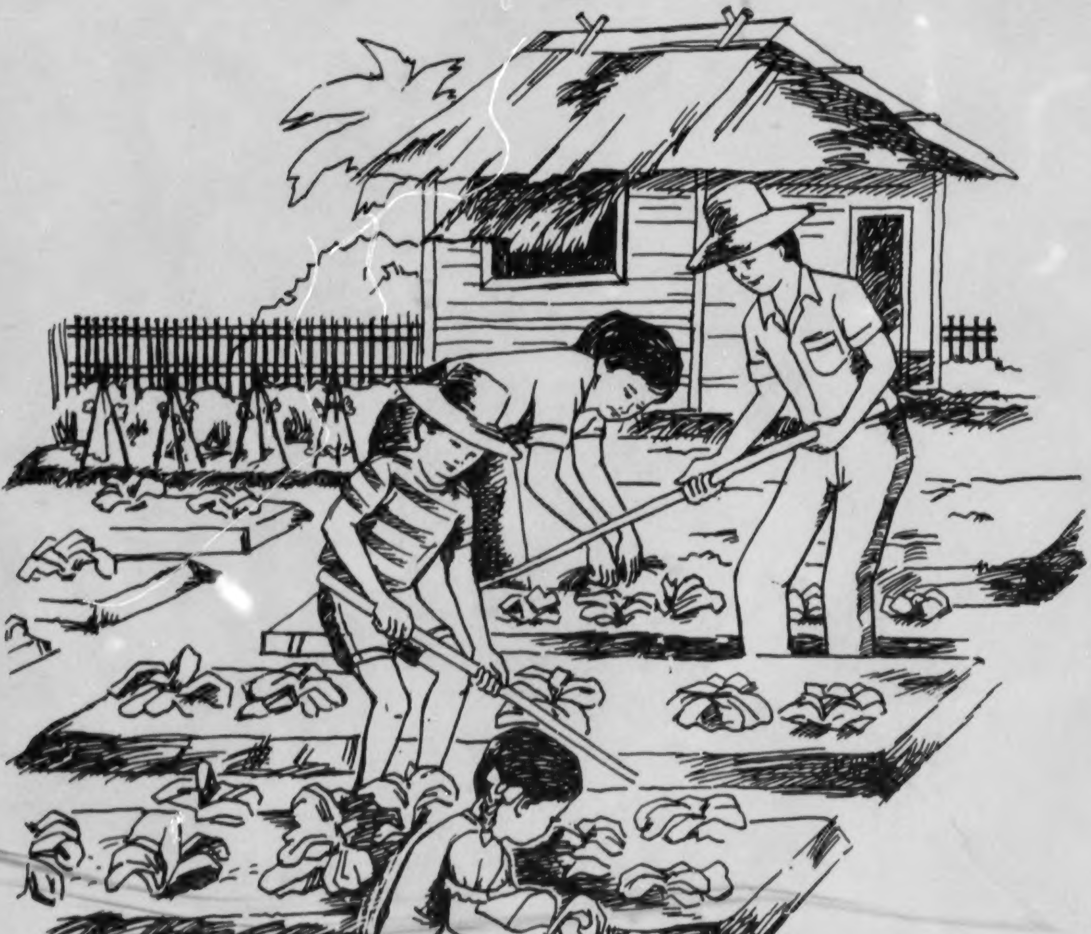
b) Comic No. 2 - Boon's Family.

This comics tells the story of two family friends, one with a big family and the other with a small family. Boon, the father of the big family, was so worried because he could not afford to send his children to school. He was advised to visit the health centre but he said it may be too late because he already has six children. He and his friend analysed the situation and finally agreed that Boon can use his leisure time properly by growing vegetables and flowers in his backyard so that he could sell the extra production, save money to be used for sending the children to school and for meeting other needs of the family. He agreed to do so and got instructions in backyard gardening. He grew more vegetables than his family needed and he saved some money for the education of his children.

SAMPLE
OF
MOTIVATION MATERIALS

POSTER NO: 1

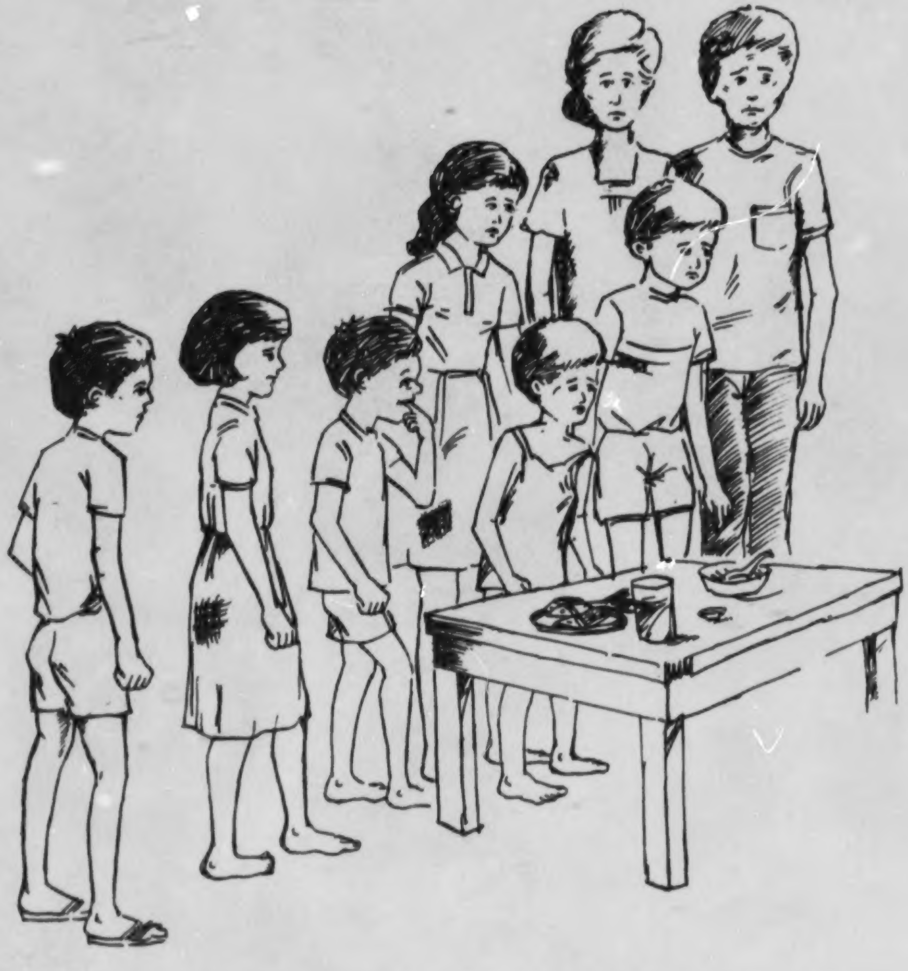
FOR BETTER HEALTH GROW MORE VEGETABLES



MAKE YOUR FAMILY SMALL

POSTER NO: 2

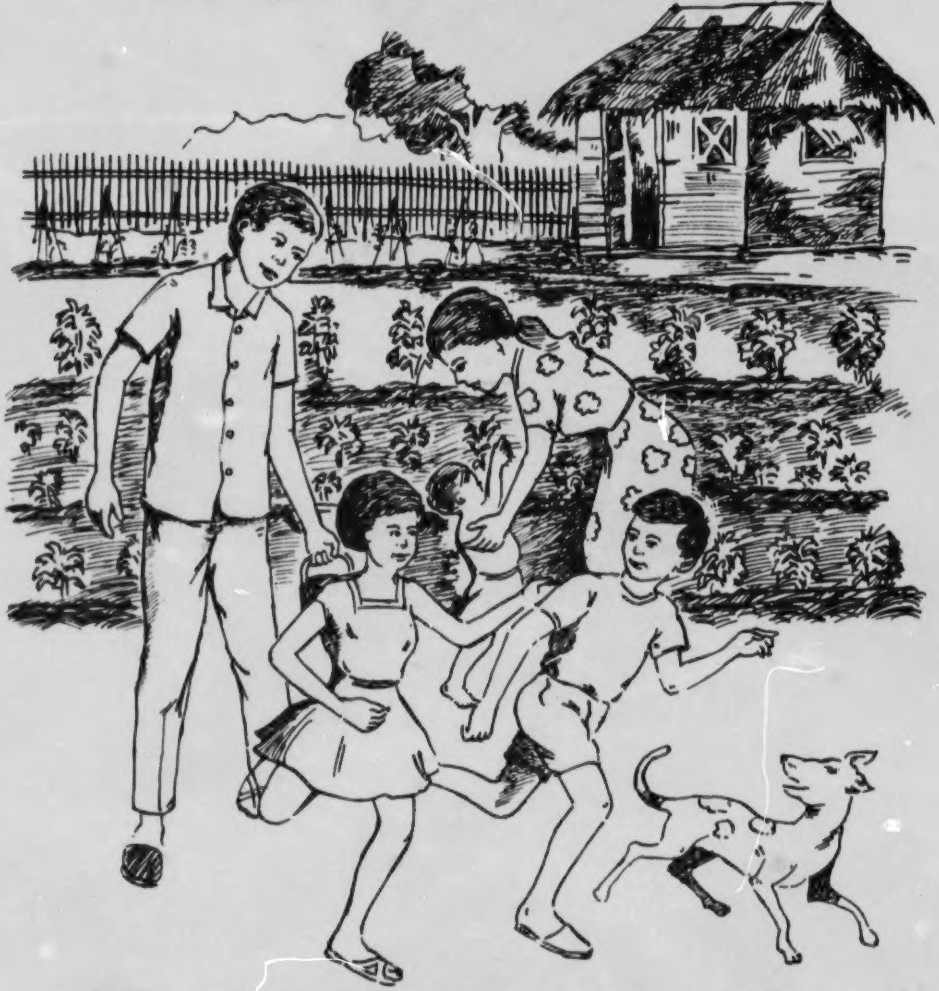
FOR MORE ADEQUATE FOODS



KEEP YOUR FAMILY SMALL

POSTER NO: 3

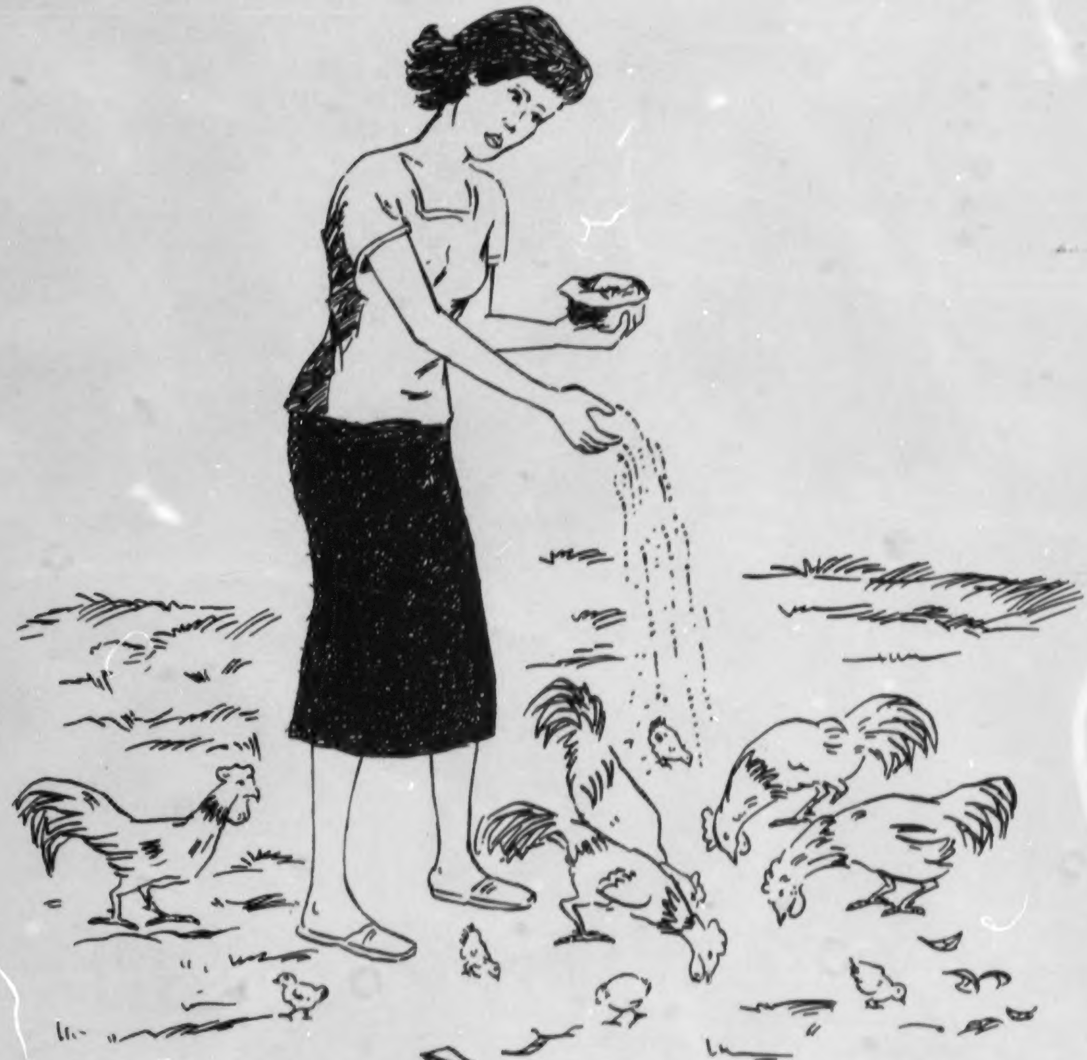
FOR BETTER HEALTH



SPACE YOUR CHILDREN AS YOU SPACE YOUR PLANTS

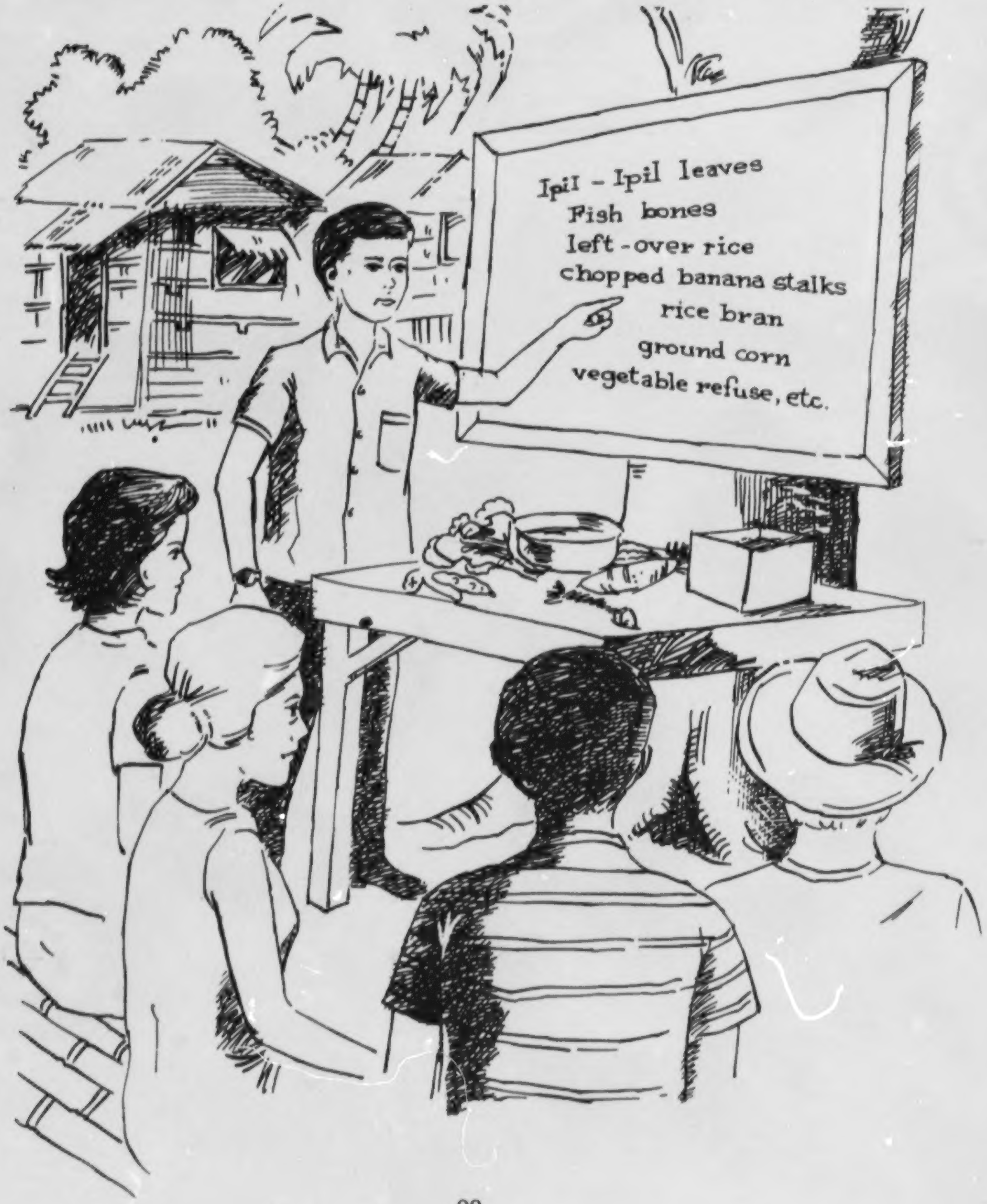
POSTER No: 4-A

TRADITIONAL WAY OF FEEDING

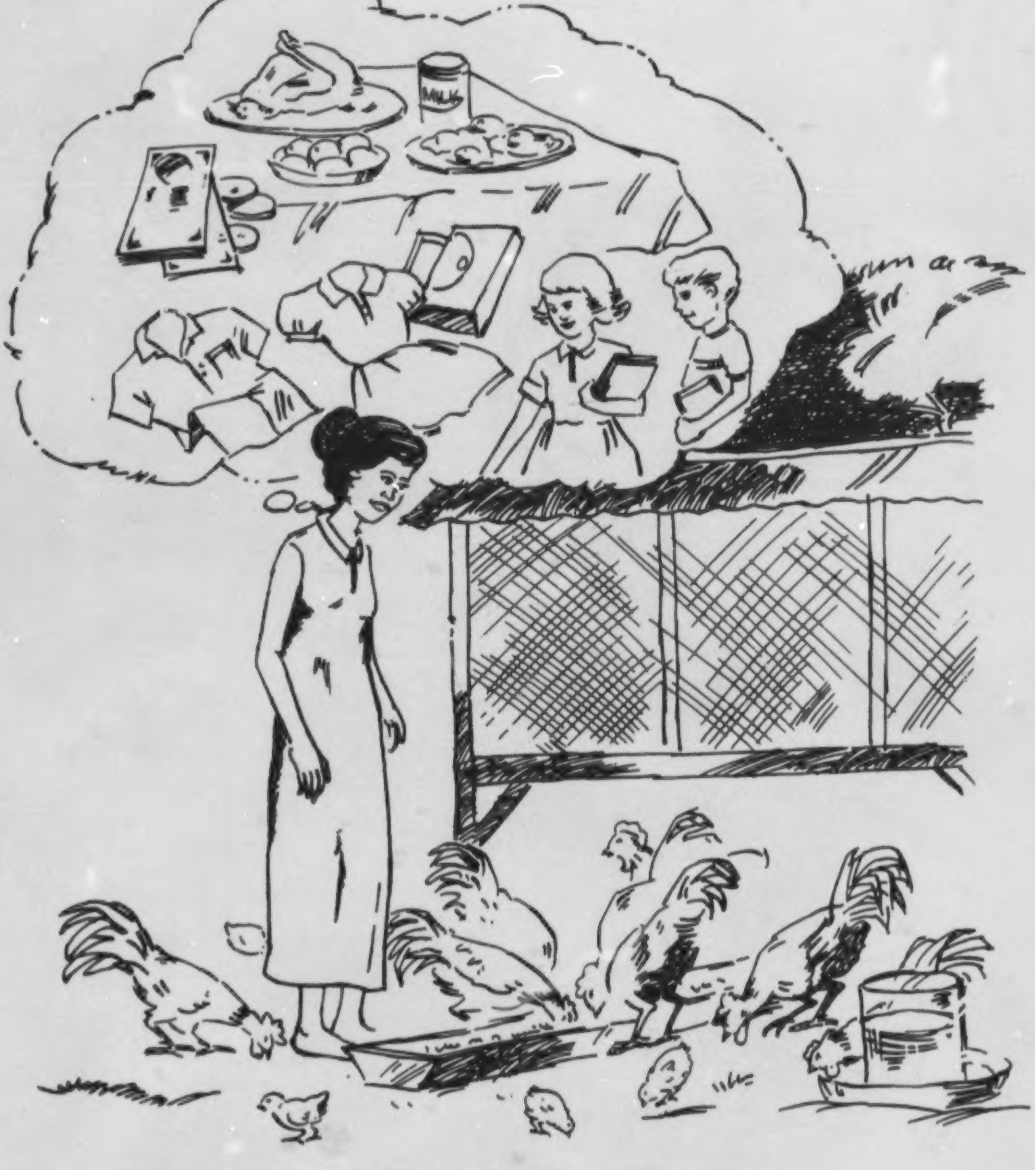


POSTER NO: 4-B

NFE CLASS ON FEEDS PREPARATION


Ipil - Ipil leaves
Fish bones
left-over rice
chopped banana stalks
rice bran
ground corn
vegetable refuse, etc.

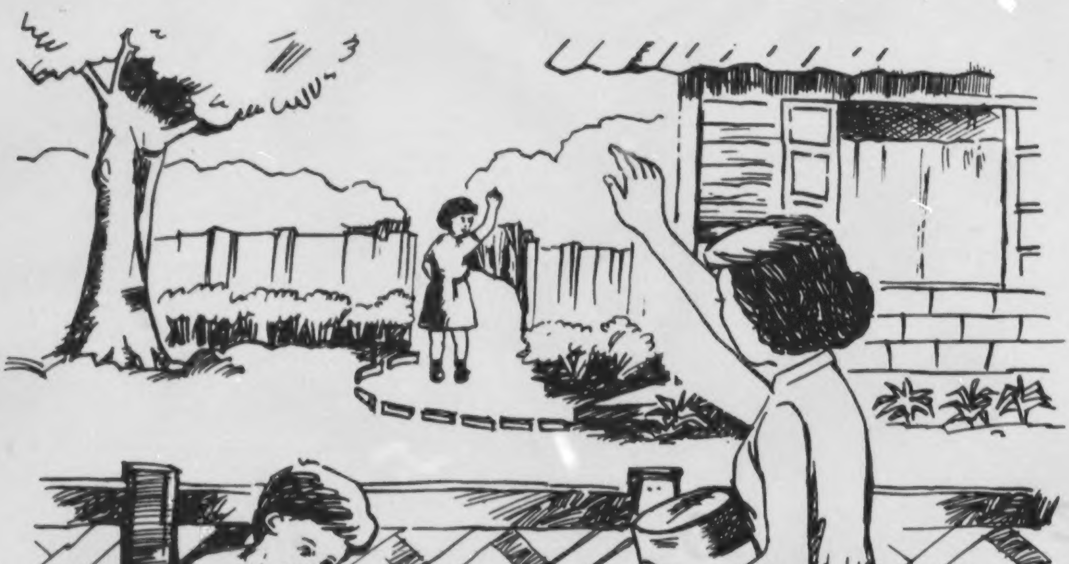
POSTER NO: 4-C



PROPER FEEDS AND FEEDING OF POULTRY

POSTER NO: Δ-D

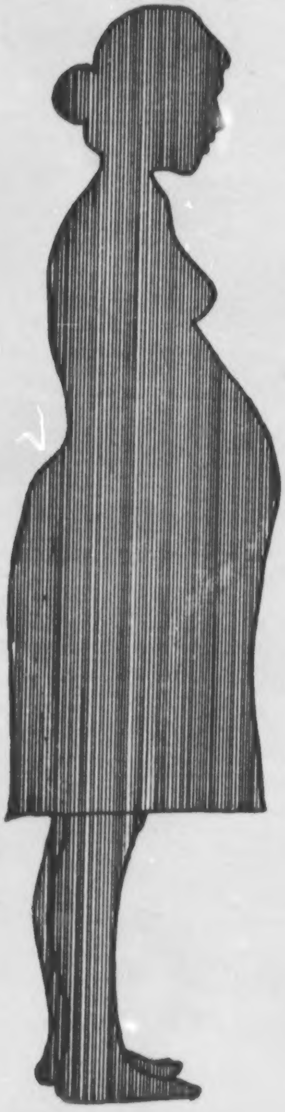
EFFECTIVE POULTRY MANAGEMENT

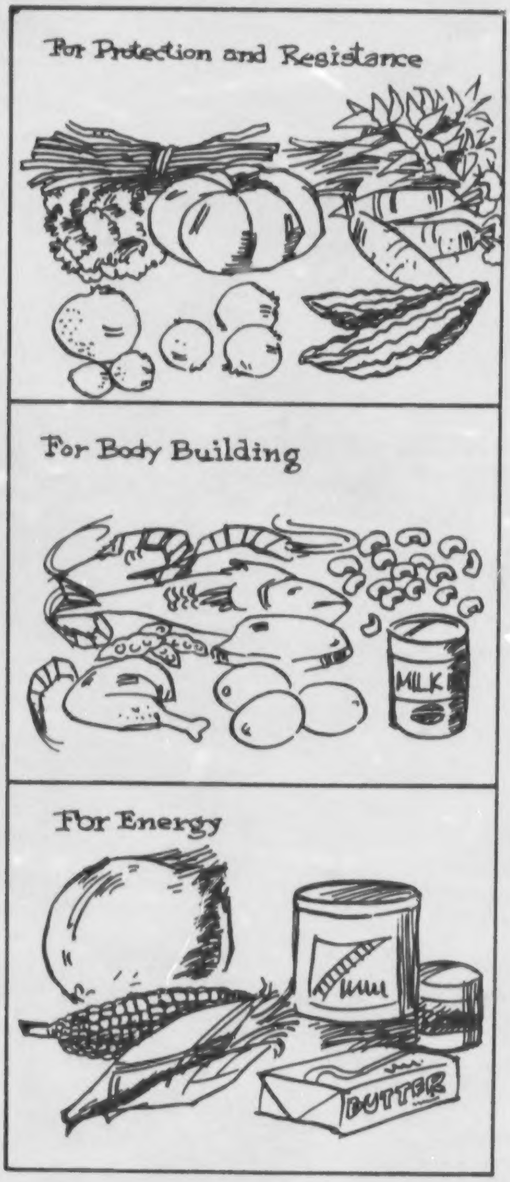


BRINGS SATISFACTION AND GOOD HEALTH TO THE FAMILY

POSTER NO:-5

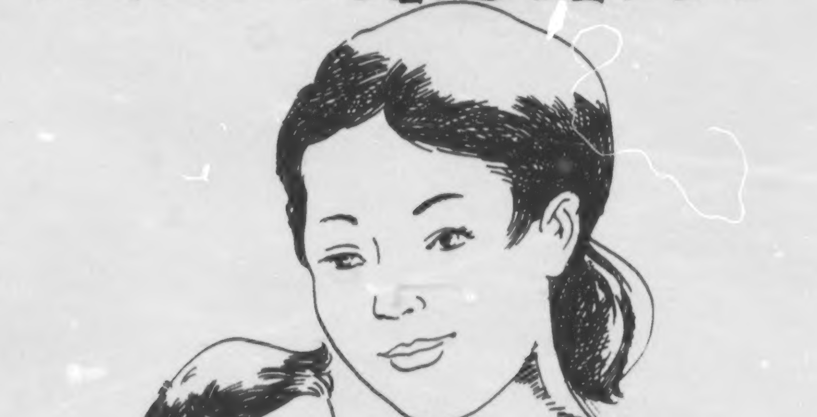
FOODS NEEDED BY AN EXPECTANT MOTHER




For Protection and Resistance
For Body Building
MILK
For Energy
BUTTER

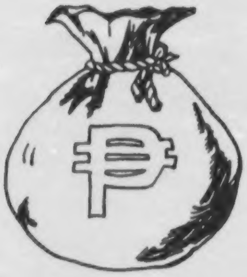
Poster No. 6

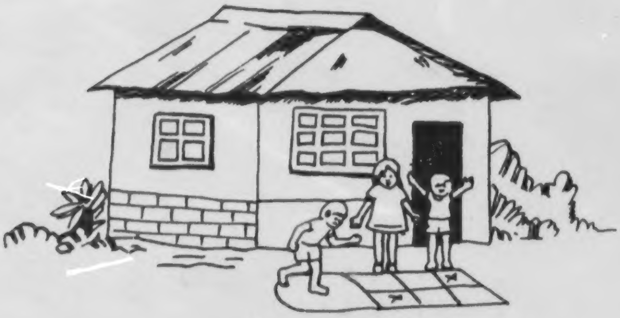
PROPER SPACING MAKES THE MOTHER AND CHILDREN HEALTHY AND HAPPY

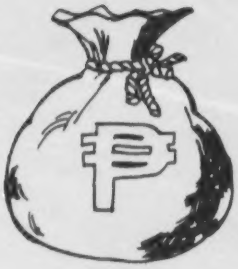


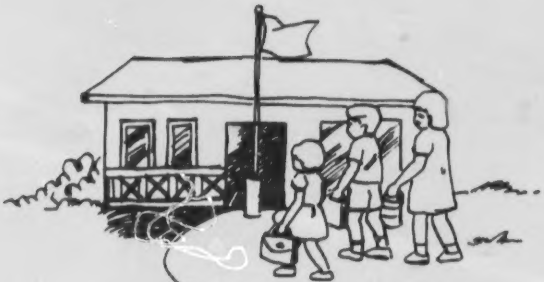
POSTER NO: 7

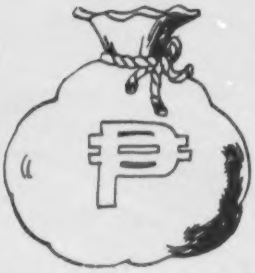
PLAN YOUR FAMILY FOR A BETTER FUTURE

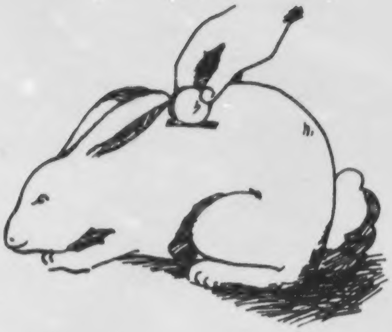






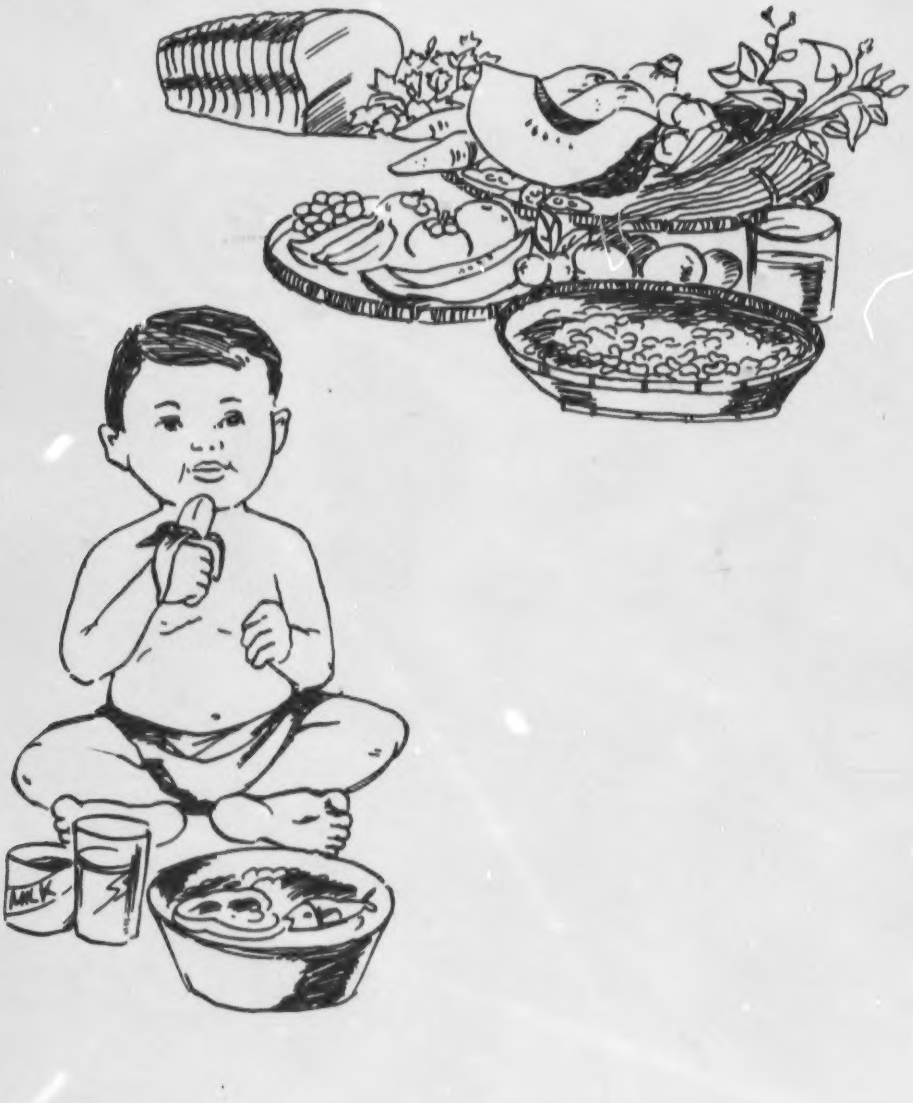






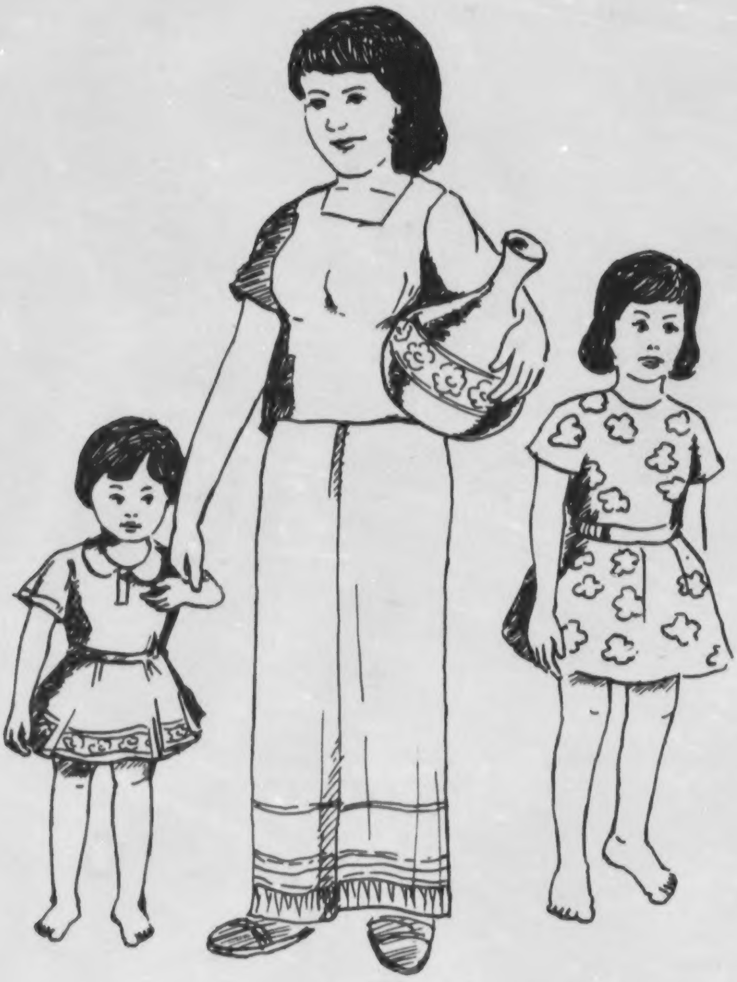
POSTER NO: 8

FOODS REQUIRED BY A HEALTHY CHILD



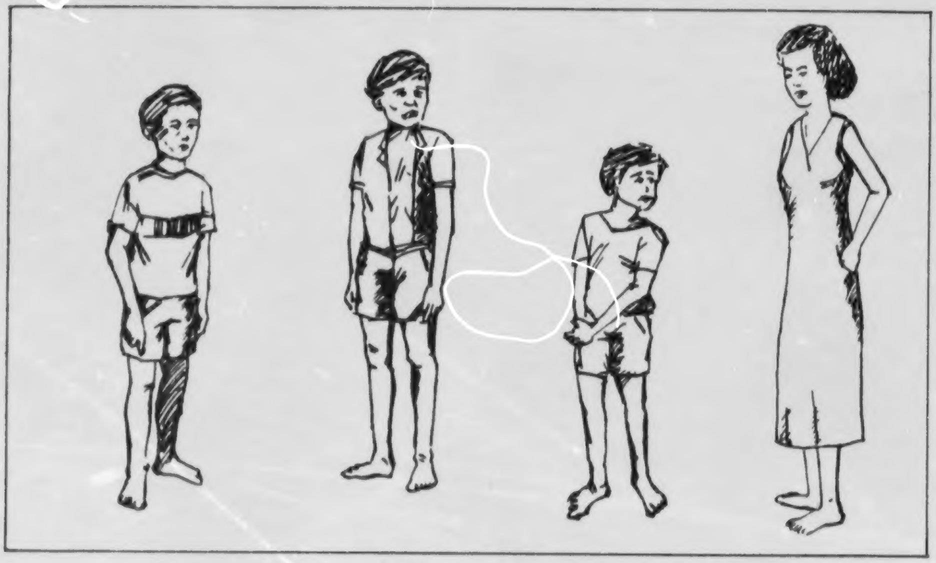
POSTER NO: 9

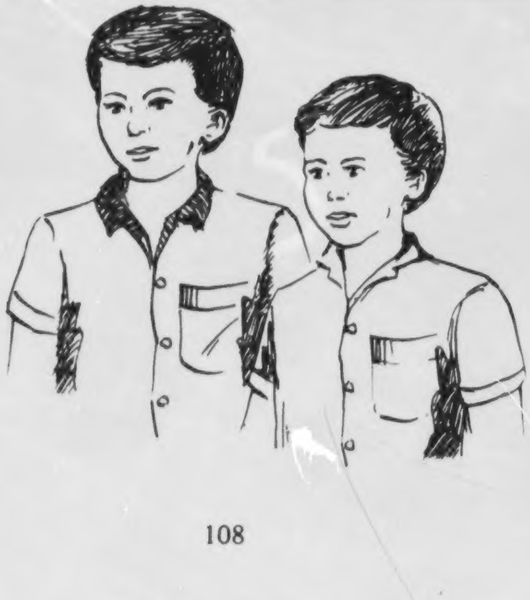
A HEALTHY MOTHER AND TWO HEALTHY CHILDREN



POSTER NO: 10

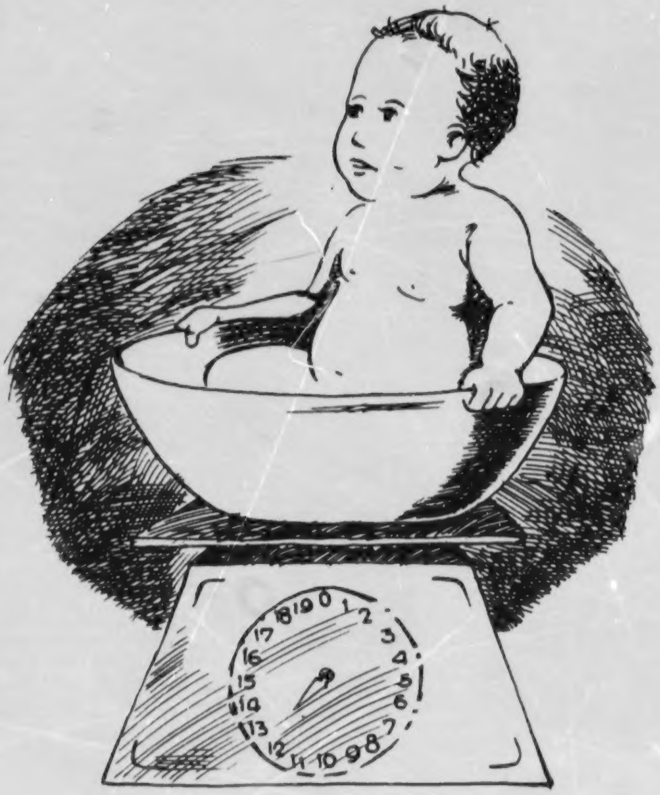
MALNOURISHED CHILDREN & HEALTHY CHILDREN





ILLUSTRATED CALENDAR NO: 1

WATCH THE GROWTH OF YOUR CHILD FOR A HEALTHY DEVELOPMENT



JANUARY							FEBRUARY							MARCH						
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
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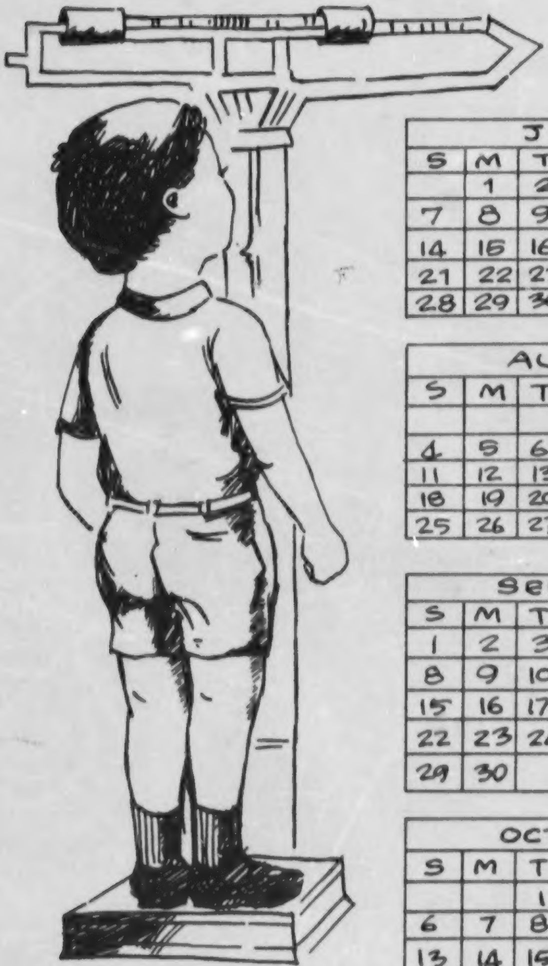
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30

ILLUSTRATED CALENDAR NO: 2



JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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20	21	22	23	24	25	26
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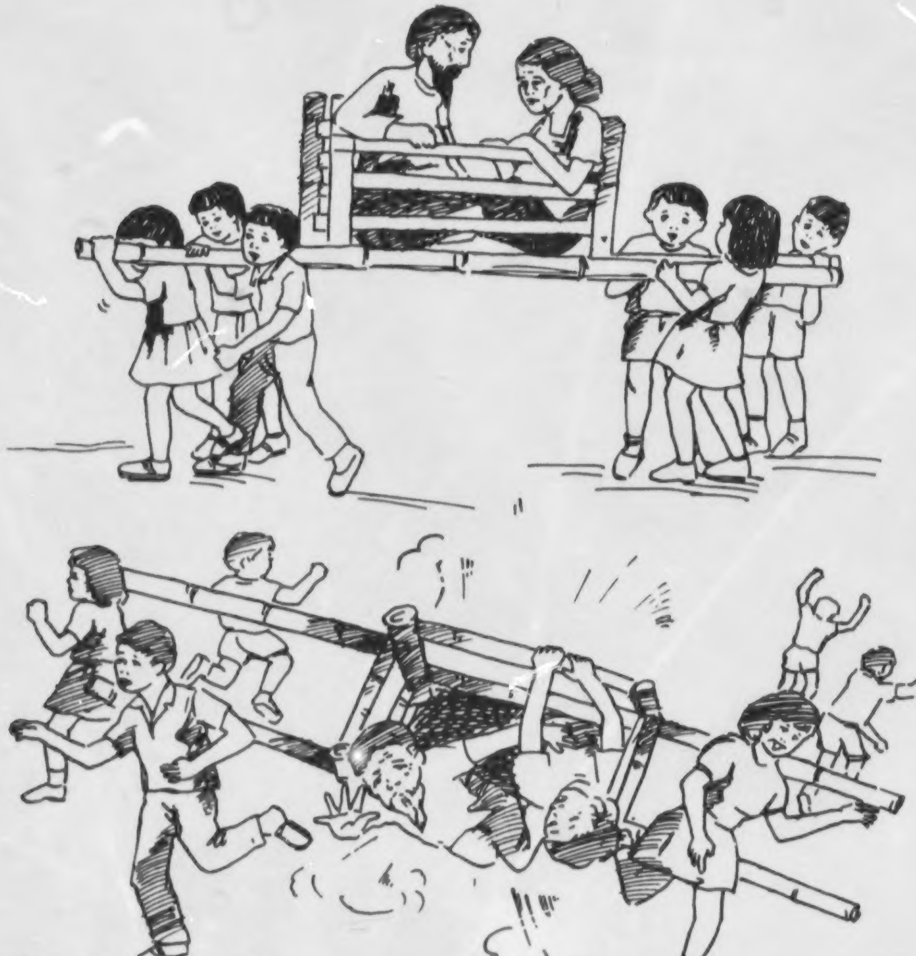
CARTOON NO: 1

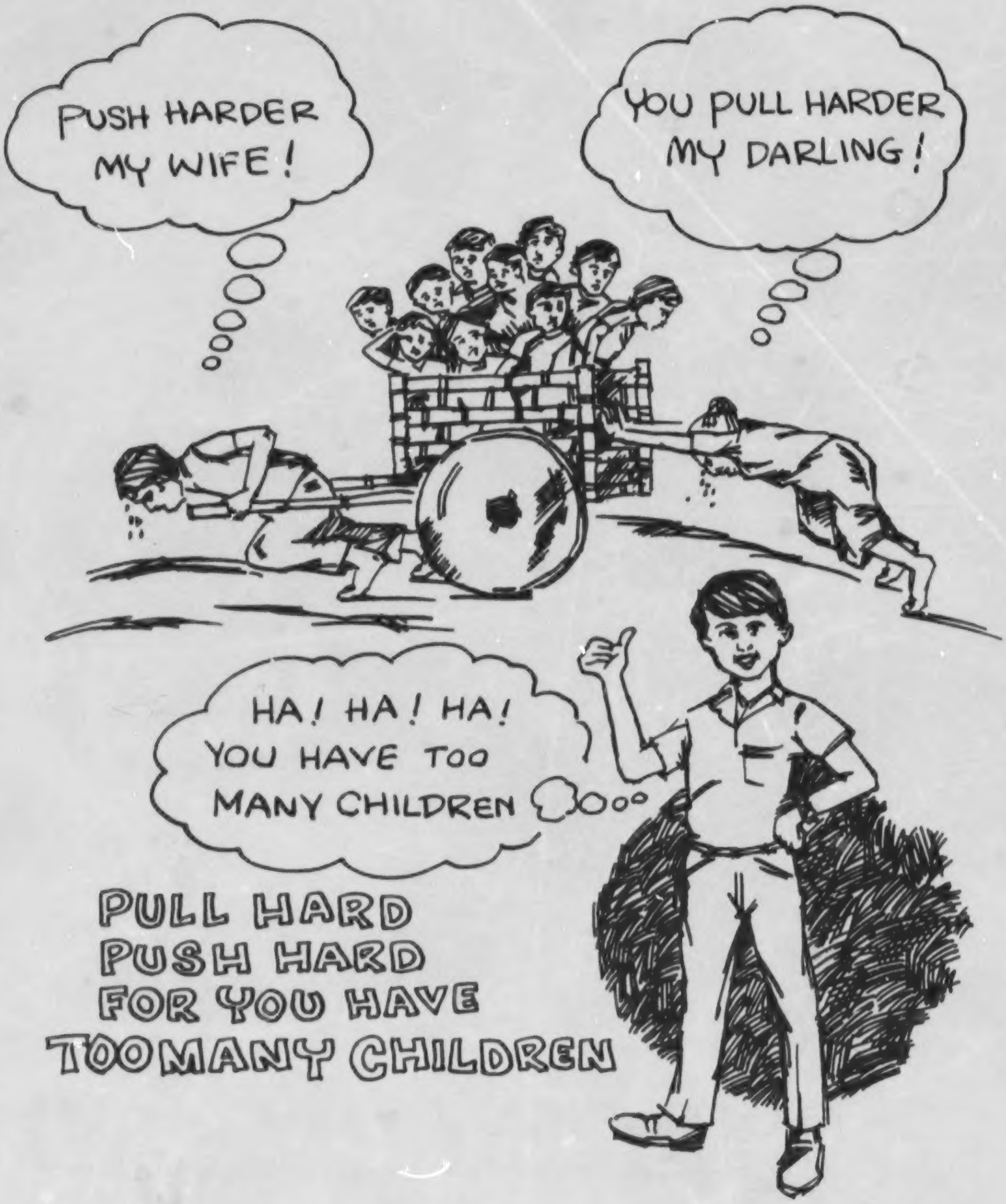
MORE CHILDREN are SECURITIES IN OLD AGE

(a belief)

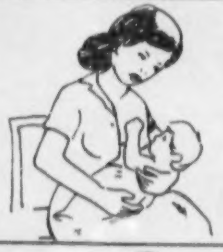
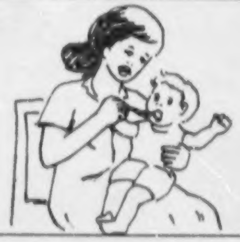
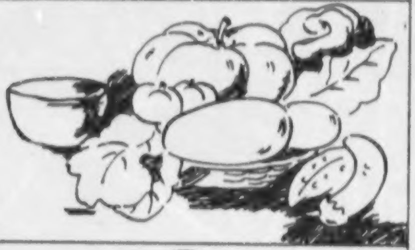
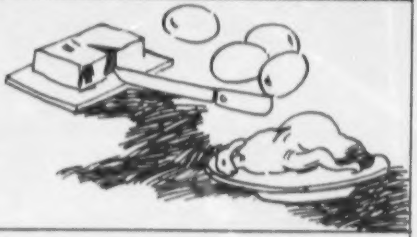
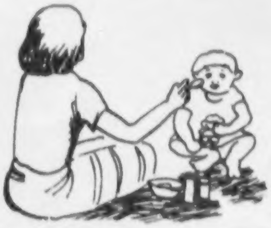


THIS IS NOT ALWAYS TRUE

CARTOON NO: 2


PUSH HARDER MY WIFE!
YOU PULL HARDER MY DARLING!
HA! HA! HA! YOU HAVE TOO MANY CHILDREN
PULL HARD
PUSH HARD
FOR YOU HAVE
TOOMANY CHILDREN

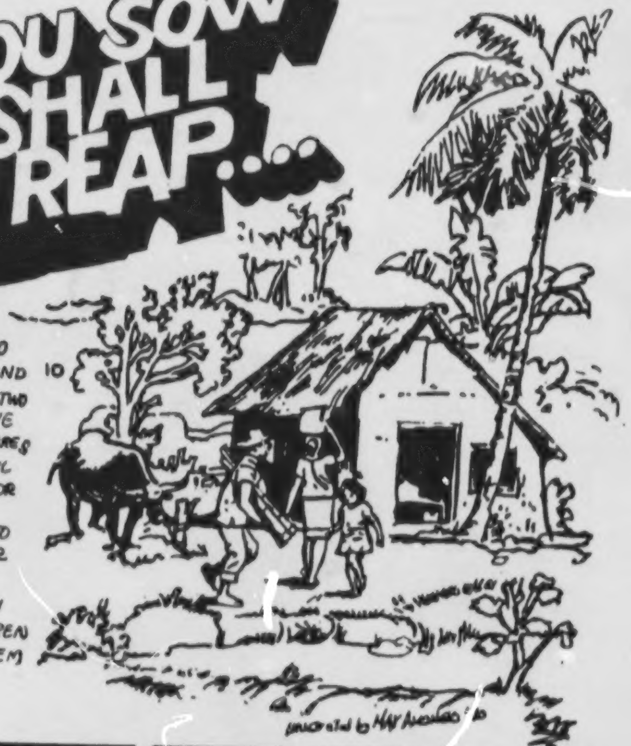
STAGES AND METHODS OF FEEDING A BABY

Item	Age	
1 BREAST FEEDING BY MOTHER (NURSING)	1 MONTH	
2 ADD FRUIT JUICES, VITAMIN A, D, C (CONTINUE NURSING)	4 MONTHS	
3 VEGETABLE SOUP, STRAINED (CONTINUE NURSING)	6 MONTHS	
4 MASHED FOOD, BUTTER, STRAINED (CONTINUE NURSING)	7 MONTHS	
5 NORMAL FOOD (INCLUDING MILK)	12 MONTHS	

COMIC NO: 1

AS YOU SOW SO SHALL YOU REAP...

AS YOU SOW SO SHALL YOU REAP...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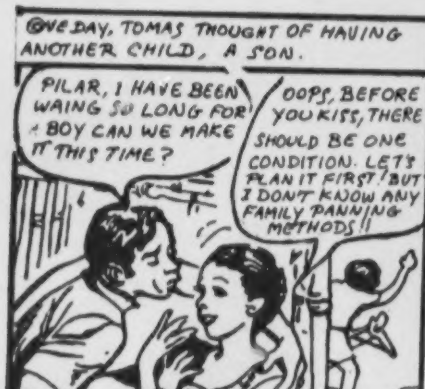
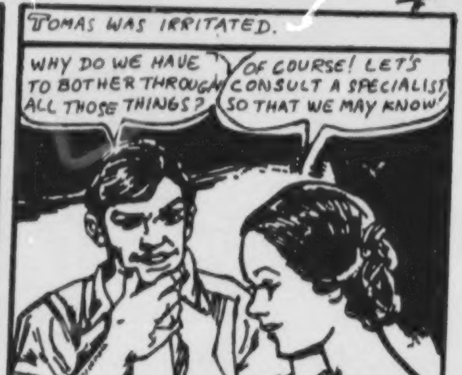
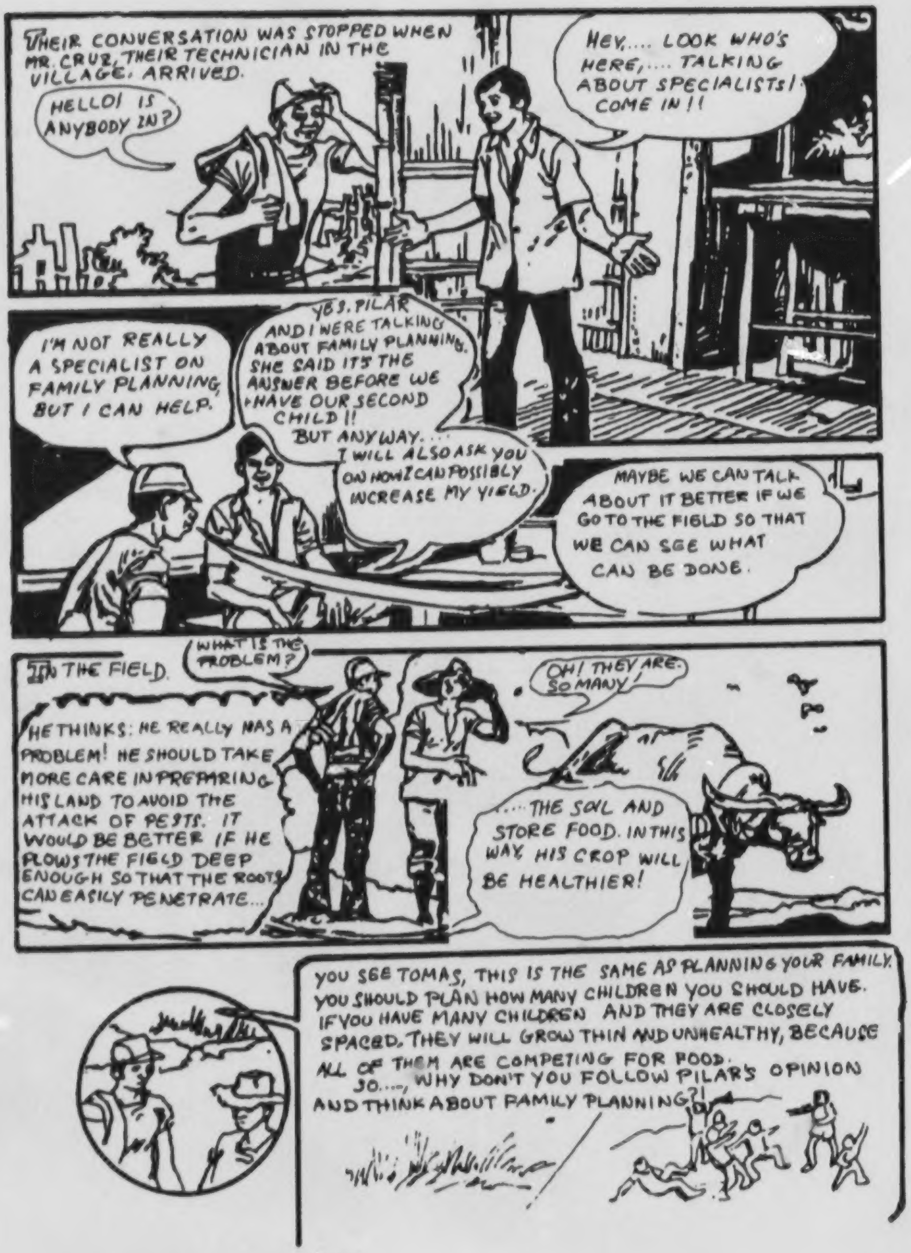
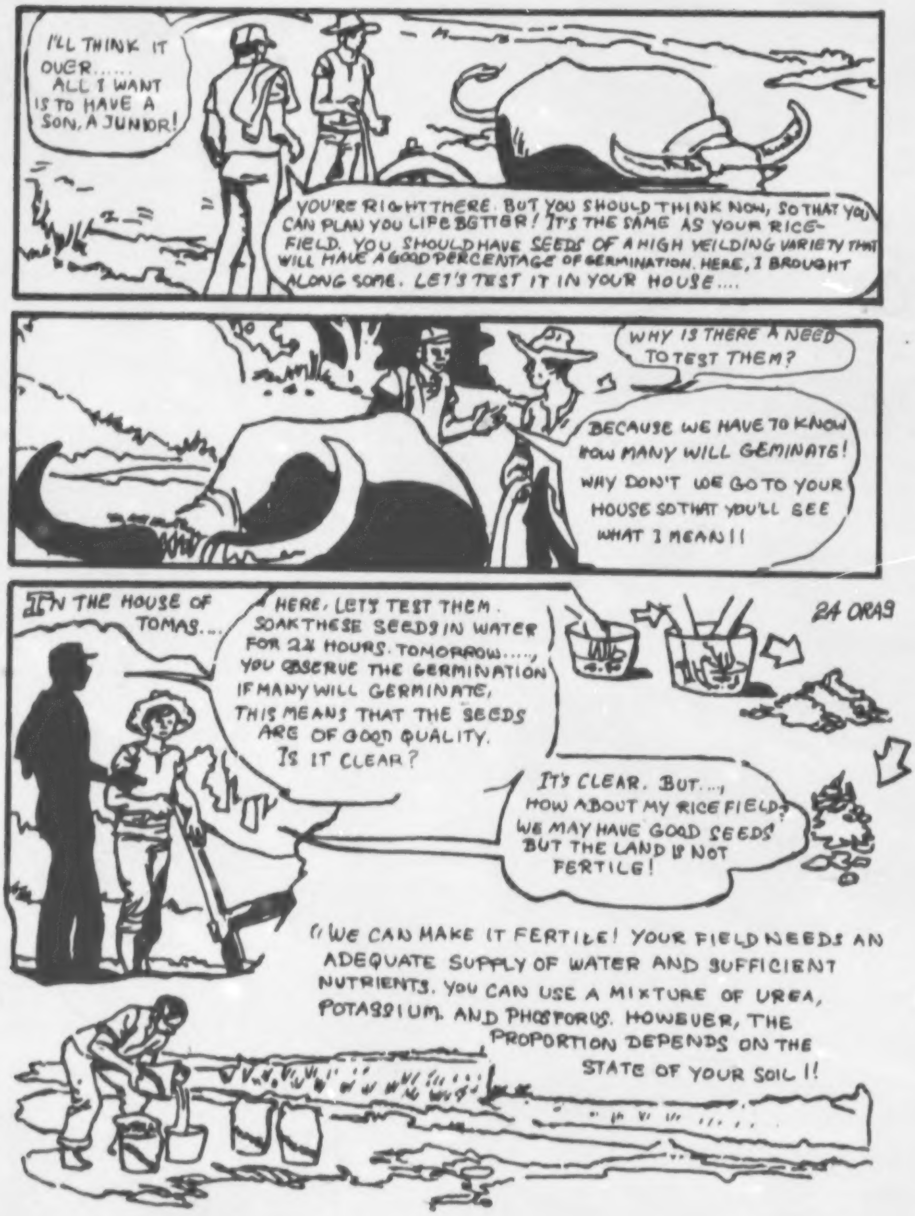
Illustrated by [illegible]

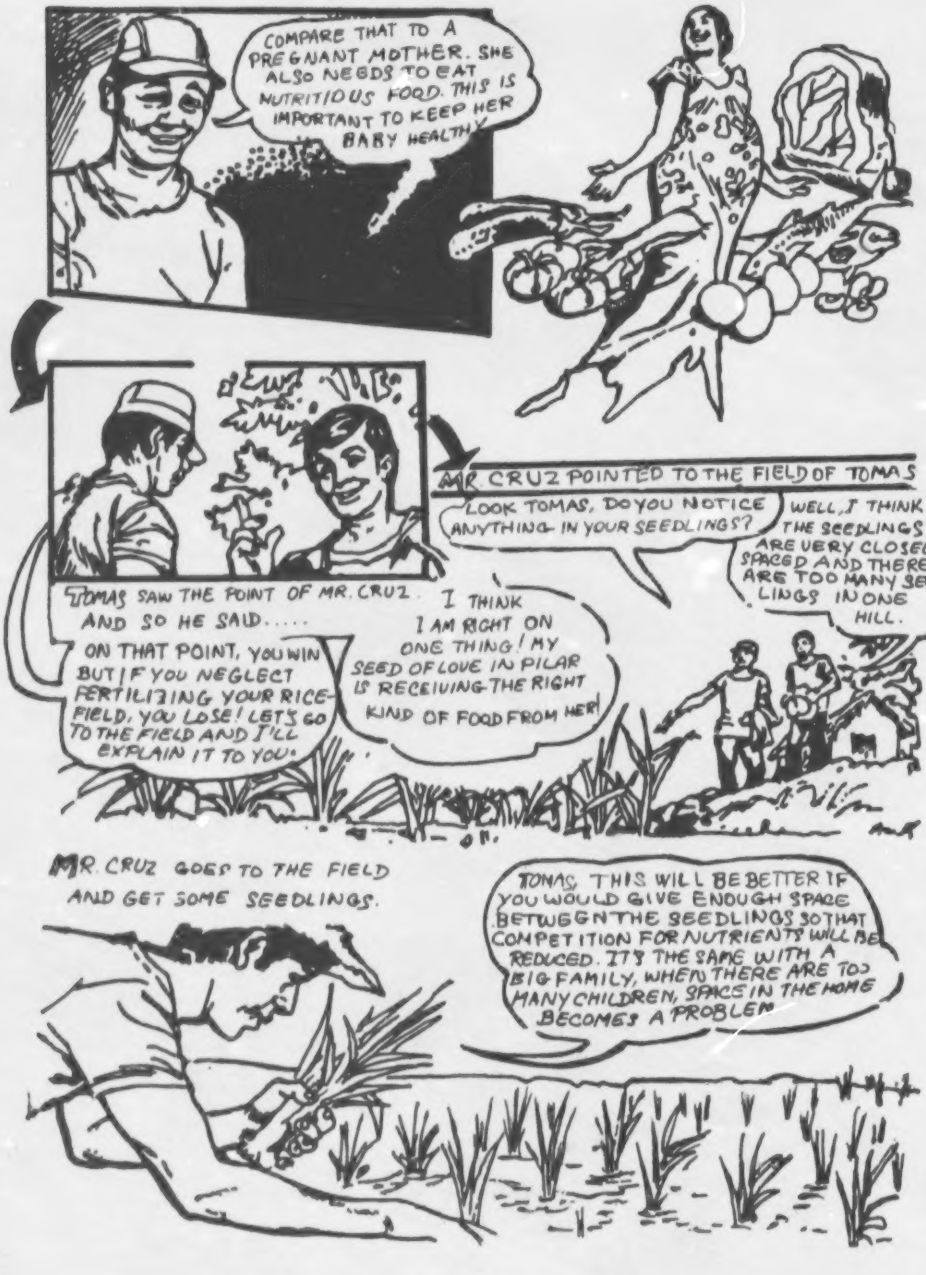
IN THE BARRIO OF SAN ANTONIO LIVE A COUPLE NAME TOMAS AND PILAR TOGETHER WITH THEIR TWO YEAR OLD DAUGHTER. THEY HAVE THEIR OWN HOUSE AND TWO HECTARES OF LAND. THEY LIVE A BLISSFUL LIFE FULL OF UNDERSTANDING FOR EACH OTHER. WHATEVER THEY PLAN, WHETHER IT PERTAINS TO THEIR RICEFIELD OR TO THEIR FAMILY, THEY SHARE IN THE DICISION MAKING. THEY BOTH AGREE TO PLAN THEIR CHILDREN SO THAT THEY CAN GIVE THEM A BETTER FUTURE.

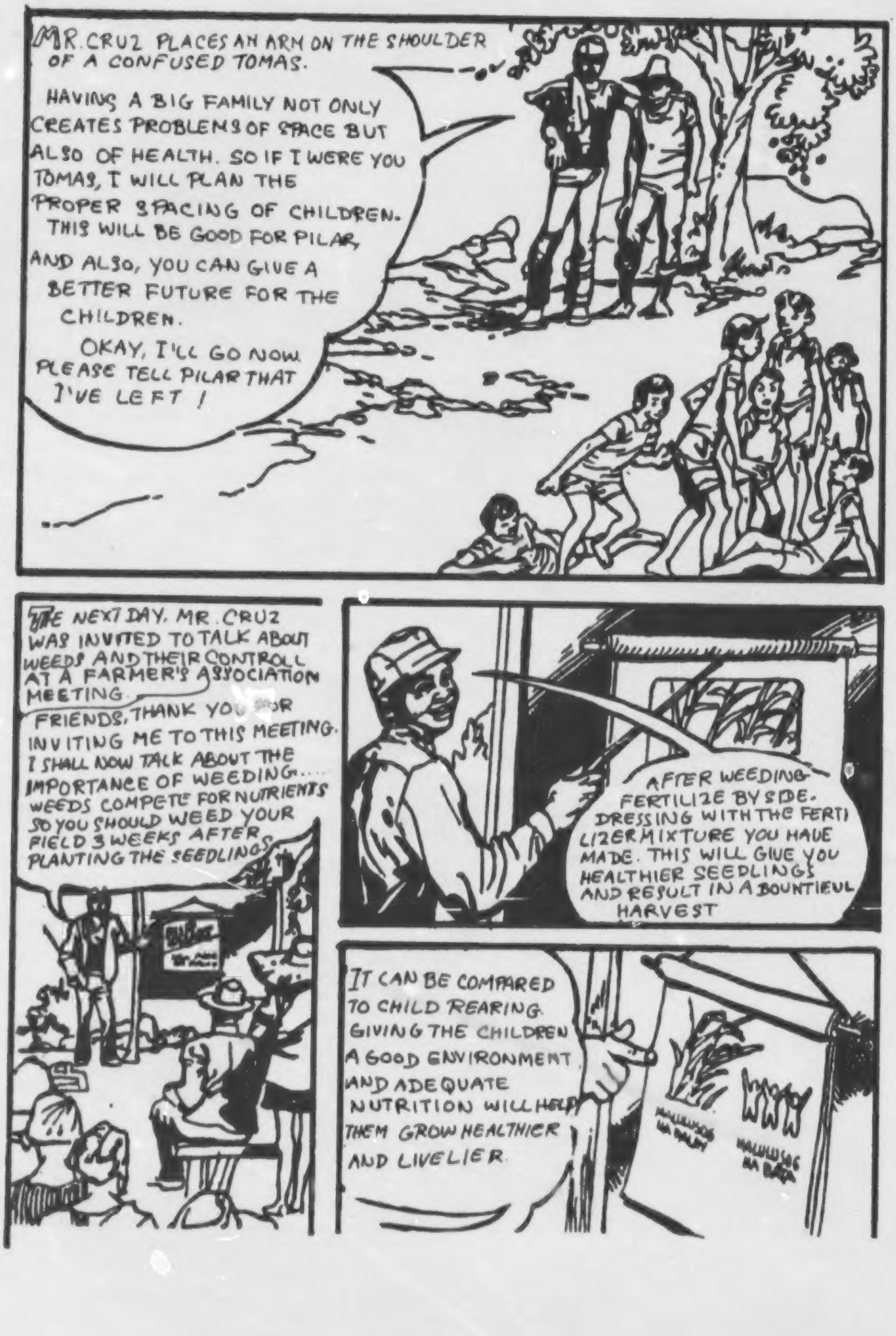

ONE DAY, TOMAS THOUGHT OF HAVING ANOTHER CHILD, A SON.
PILAR, I HAVE BEEN WAING SO LONG FOR A BOY CAN WE MAKE IT THIS TIME?
OOPS, BEFORE YOU KISS, THERE SHOULD BE ONE CONDITION. LET'S PLAN IT FIRST! BUT I DONT KNOW ANY FAMILY PANNING METHODS!!


TOMAS WAS IRRITATED.
WHY DO WE HAVE TO BOTHER THROUGH ALL THOSE THINGS?
OF COURSE! LET'S CONSULT A SPECIALIST SO THAT WE MAY KNOW!


THEIR CONVERSATION WAS STOPPED WHEN MR. CRUZ, THEIR TECHNICIAN IN THE VILLAGE, ARRIVED.
HELLO! IS ANYBODY IN?
HEY,.... LOOK WHO'S HERE,.... TALKING ABOUT SPECIALISTS! COME IN!!
I'M NOT REALLY A SPECIALIST ON FAMILY PLANNING, BUT I CAN HELP.
YES, PILAR AND I WERE TALKING ABOUT FAMILY PLANNING. SHE SAID IT'S THE ANSWER BEFORE WE HAVE OUR SECOND CHILD!! BUT ANYWAY.... I WILL ALSO ASK YOU ON HOW I CAN POSSIBLY INCREASE MY YIELD.
MAYBE WE CAN TALK ABOUT IT BETTER IF WE GO TO THE FIELD SO THAT WE CAN SEE WHAT CAN BE DONE.
IN THE FIELD.
WHAT IS THE PROBLEM?
OH! THEY ARE. SO MANY.
HE THINKS: HE REALLY HAS A PROBLEM! HE SHOULD TAKE MORE CARE IN PREPARING HIS LAND TO AVOID THE ATTACK OF PESTS. IT WOULD BE BETTER IF HE PLOWS THE FIELD DEEP ENOUGH SO THAT THE ROOTS CAN EASILY PENETRATE...
....THE SOIL AND STORE FOOD. IN THIS WAY, HIS CROP WILL BE HEALTHIER!
YOU SEE TOMAS, THIS IS THE SAME AS PLANNING YOUR FAMILY. YOU SHOULD PLAN HOW MANY CHILDREN YOU SHOULD HAVE. IF YOU HAVE MANY CHILDREN AND THEY ARE CLOSELY SPACED, THEY WILL GROW THIN AND UNHEALTHY, BECAUSE ALL OF THEM ARE COMPETING FOR FOOD. SO...., WHY DON'T YOU FOLLOW PILAR'S OPINION AND THINK ABOUT FAMILY PLANNING?!


I'LL THINK IT OVER...... ALL I WANT IS TO HAVE A SON, A JUNIOR!
YOU'RE RIGHT THERE. BUT YOU SHOULD THINK NOW, SO THAT YOU CAN PLAN YOU LIFE BETTER! IT'S THE SAME AS YOUR RICE-FIELD. YOU SHOULD HAVE SEEDS OF A HIGH YEILDING VARIETY THAT WILL HAVE A GOOD PERCENTAGE OF GERMINATION. HERE, I BROUGHT ALONG SOME. LET'S TEST IT IN YOUR HOUSE....
WHY IS THERE A NEED TO TEST THEM?
BECAUSE WE HAVE TO KNOW HOW MANY WILL GEMINATE! WHY DON'T WE GO TO YOUR HOUSE SO THAT YOU'LL SEE WHAT I MEAN!!
IN THE HOUSE OF TOMAS...
HERE, LET'S TEST THEM. SOAK THESE SEEDS IN WATER FOR 24 HOURS. TOMORROW...., YOU OBSERVE THE GERMINATION IF MANY WILL GERMINATE, THIS MEANS THAT THE SEEDS ARE OF GOOD QUALITY. IS IT CLEAR?
24 ORAS
IT'S CLEAR. BUT...., HOW ABOUT MY RICE FIELD? WE MAY HAVE GOOD SEEDS BUT THE LAND IS NOT FERTILE!
"WE CAN MAKE IT FERTILE! YOUR FIELD NEEDS AN ADEQUATE SUPPLY OF WATER AND SUFFICIENT NUTRIENTS. YOU CAN USE A MIXTURE OF UREA, POTASSIUM, AND PHOSFORUS. HOWEVER, THE PROPORTION DEPENDS ON THE STATE OF YOUR SOIL!!


COMPARE THAT TO A PREGNANT MOTHER. SHE ALSO NEEDS TO EAT NUTRITIOUS FOOD. THIS IS IMPORTANT TO KEEP HER BABY HEALTHY
MR. CRUZ POINTED TO THE FIELD OF TOMAS
LOOK TOMAS, DO YOU NOTICE ANYTHING IN YOUR SEEDLINGS?
WELL, I THINK THE SEEDLINGS ARE VERY CLOSELY SPACED AND THERE ARE TOO MANY SEEDLINGS IN ONE HILL.
TOMAS SAW THE POINT OF MR. CRUZ AND SO HE SAID.....
I THINK I AM RIGHT ON ONE THING! MY SEED OF LOVE IN PILAR IS RECEIVING THE RIGHT KIND OF FOOD FROM HER!
ON THAT POINT, YOU WIN BUT IF YOU NEGLECT FERTILIZING YOUR RICE-FIELD, YOU LOSE! LET'S GO TO THE FIELD AND I'LL EXPLAIN IT TO YOU.
MR. CRUZ GOES TO THE FIELD AND GET SOME SEEDLINGS.
TOMAS, THIS WILL BE BETTER IF YOU WOULD GIVE ENOUGH SPACE BETWEEN THE SEEDLINGS SO THAT COMPETITION FOR NUTRIENTS WILL BE REDUCED. IT'S THE SAME WITH A BIG FAMILY, WHEN THERE ARE TOO MANY CHILDREN, SPACE IN THE HOME BECOMES A PROBLEM


MR. CRUZ PLACES AN ARM ON THE SHOULDER OF A CONFUSED TOMAS.
HAVING A BIG FAMILY NOT ONLY CREATES PROBLEMS OF SPACE BUT ALSO OF HEALTH. SO IF I WERE YOU TOMAS, I WILL PLAN THE PROPER SPACING OF CHILDREN. THIS WILL BE GOOD FOR PILAR, AND ALSO, YOU CAN GIVE A BETTER FUTURE FOR THE CHILDREN.
OKAY, I'LL GO NOW. PLEASE TELL PILAR THAT I'VE LEFT!
THE NEXT DAY, MR. CRUZ WAS INVITED TO TALK ABOUT WEEDS AND THEIR CONTROLL AT A FARMER'S ASSOCIATION MEETING.
FRIENDS, THANK YOU FOR INVITING ME TO THIS MEETING. I SHALL NOW TALK ABOUT THE IMPORTANCE OF WEEDING.... WEEDS COMPETE FOR NUTRIENTS SO YOU SHOULD WEED YOUR FIELD 3 WEEKS AFTER PLANTING THE SEEDLINGS
AFTER WEEDING FERTILIZE BY SIDE-DRESSING WITH THE FERTILIZER MIXTURE YOU HAVE MADE. THIS WILL GIVE YOU HEALTHIER SEEDLINGS AND RESULT IN A BOUNTIFUL HARVEST
IT CAN BE COMPARED TO CHILD REARING. GIVING THE CHILDREN A GOOD ENVIRONMENT AND ADEQUATE NUTRITION WILL HELP THEM GROW HEALTHIER AND LIVELIER.
MALUSOG NA PALAY
MALUSOG NA BATA

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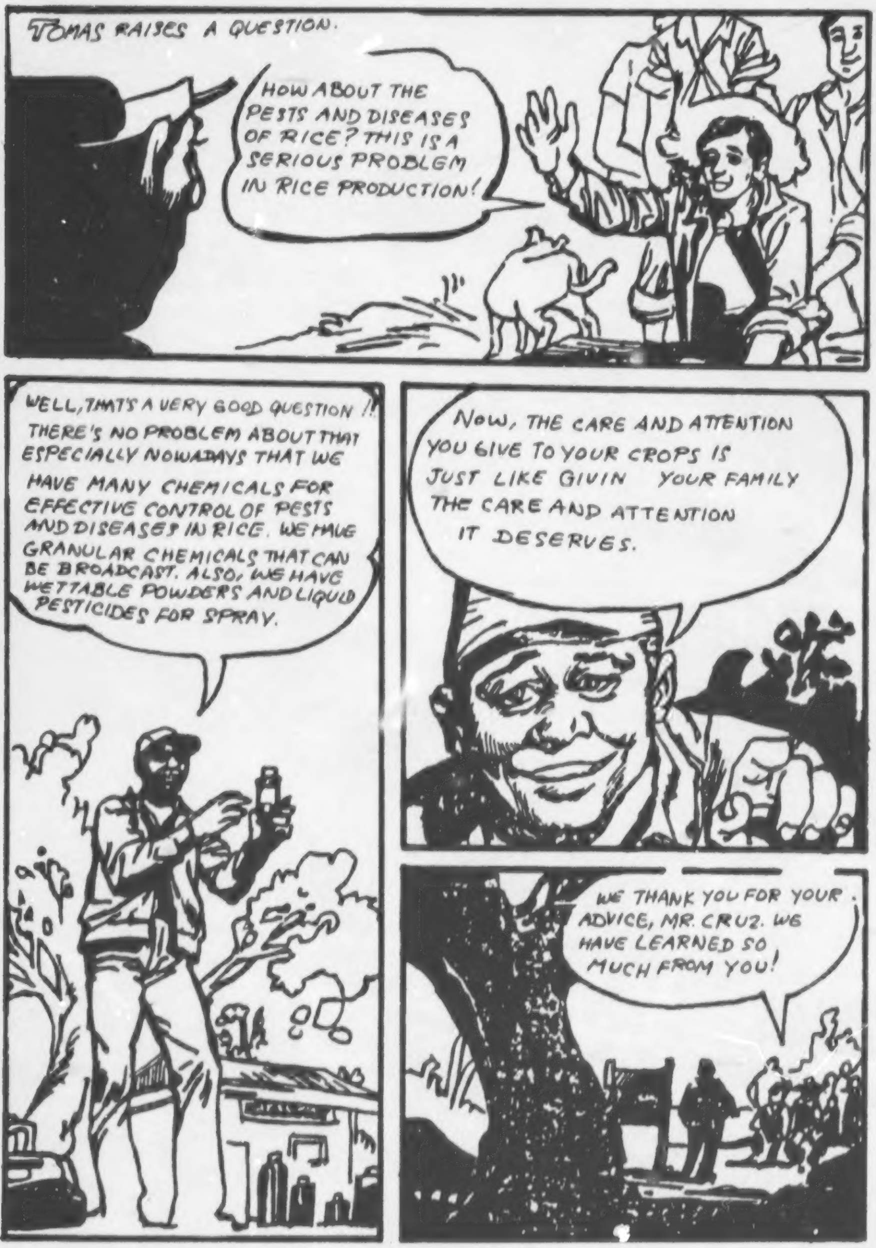
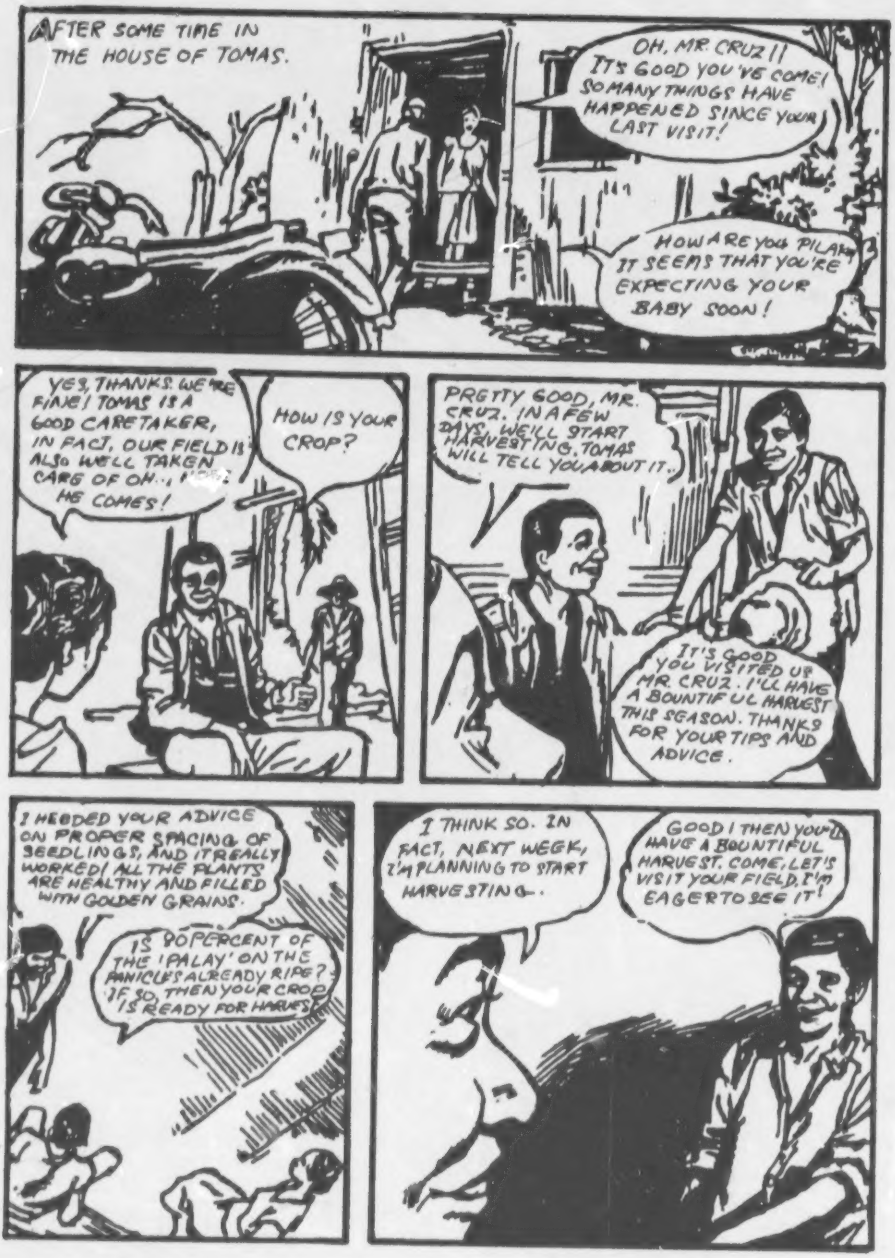
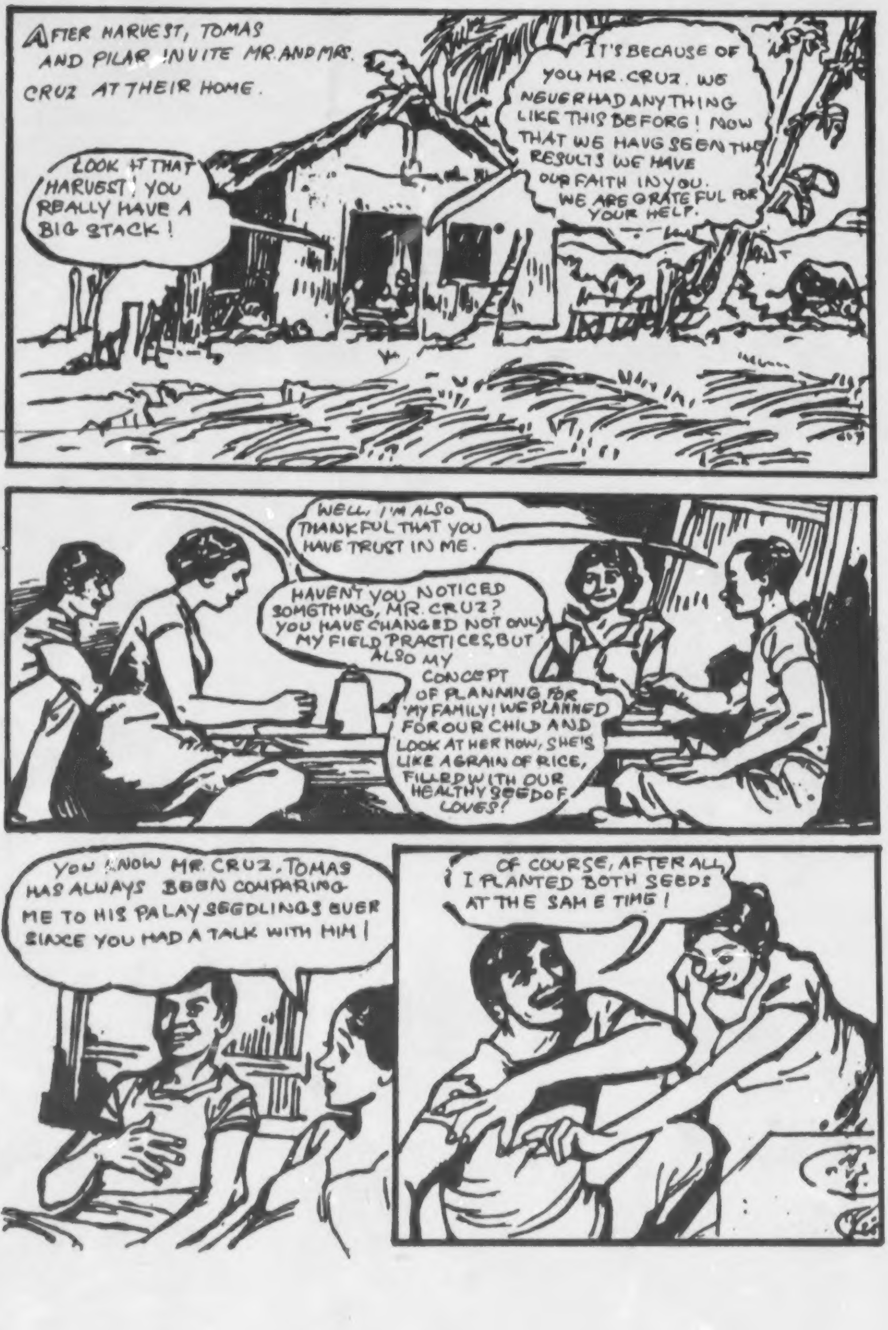

TOMAS RAISES A QUESTION.
HOW ABOUT THE PESTS AND DISEASES OF RICE? THIS IS A SERIOUS PROBLEM IN RICE PRODUCTION!
WELL, THAT'S A VERY GOOD QUESTION !! THERE'S NO PROBLEM ABOUT THAT ESPECIALLY NOWADAYS THAT WE HAVE MANY CHEMICALS FOR EFFECTIVE CONTROL OF PESTS AND DISEASES IN RICE. WE HAVE GRANULAR CHEMICALS THAT CAN BE BROADCAST. ALSO, WE HAVE WETTABLE POWDERS AND LIQUID PESTICIDES FOR SPRAY.
NOW, THE CARE AND ATTENTION YOU GIVE TO YOUR CROPS IS JUST LIKE GIVIN YOUR FAMILY THE CARE AND ATTENTION IT DESERVES.
WE THANK YOU FOR YOUR ADVICE, MR. CRUZ. WE HAVE LEARNED SO MUCH FROM YOU!

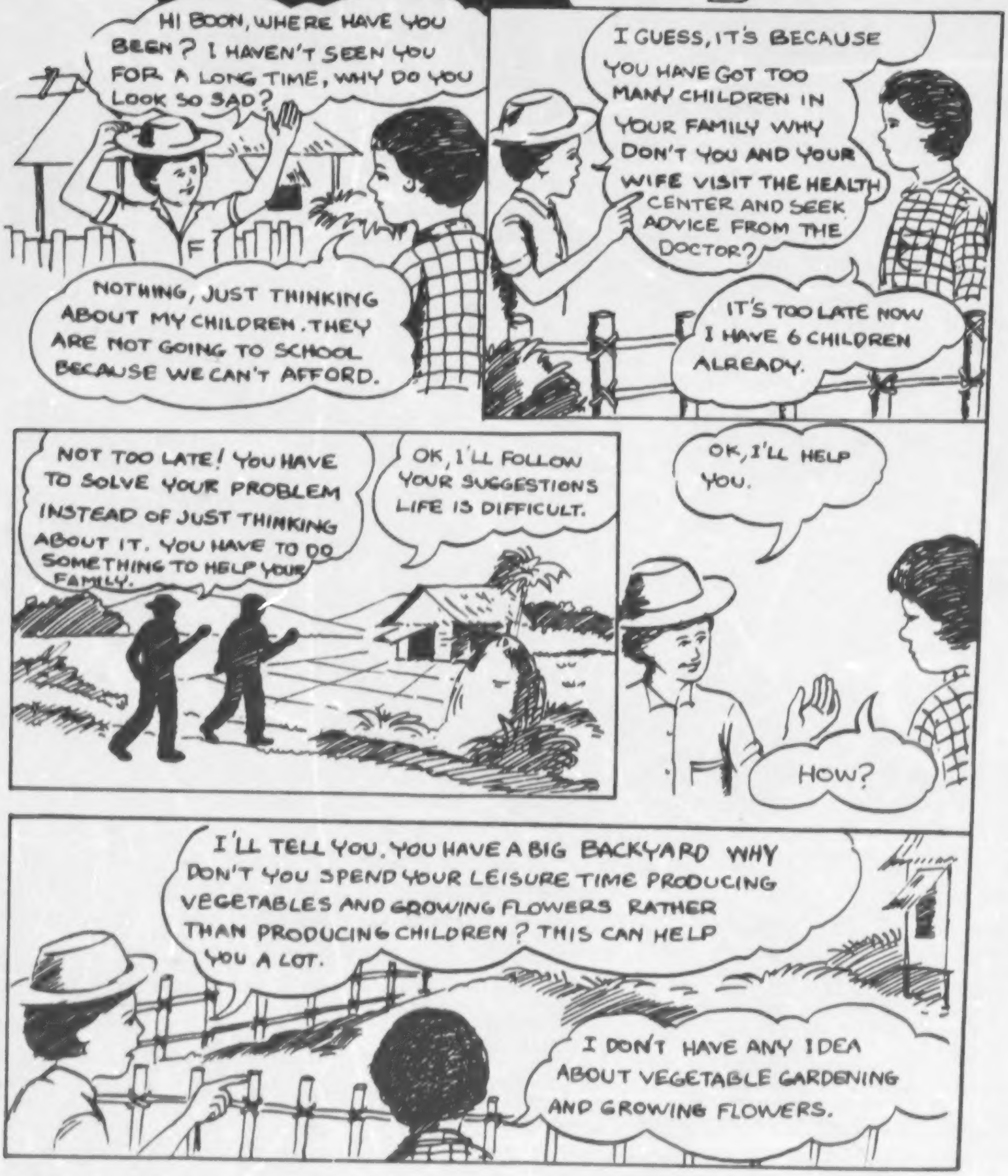

AFTER SOME TIME IN THE HOUSE OF TOMAS.
OH, MR. CRUZ!! IT'S GOOD YOU'VE COME! SO MANY THINGS HAVE HAPPENED SINCE YOUR LAST VISIT!
HOW ARE YOU PILAR? IT SEEMS THAT YOU'RE EXPECTING YOUR BABY SOON!
YES, THANKS. WE'RE FINE! TOMAS IS A GOOD CARETAKER, IN FACT, OUR FIELD IS ALSO WELL TAKEN CARE OF OH.., HERE HE COMES!
HOW IS YOUR CROP?
PRETTY GOOD, MR. CRUZ. IN A FEW DAYS, WE'LL START HARVESTING. TOMAS WILL TELL YOU ABOUT IT..
IT'S GOOD YOU VISITED US MR. CRUZ. I'LL HAVE A BOUNTIFUL HARVEST THIS SEASON. THANKS FOR YOUR TIPS AND ADVICE.
I HEEDED YOUR ADVICE ON PROPER SPACING OF SEEDLINGS, AND IT REALLY WORKED! ALL THE PLANTS ARE HEALTHY AND FILLED WITH GOLDEN GRAINS.
IS 80 PERCENT OF THE 'PALAY' ON THE PANICLES ALREADY RIPE? IF SO, THEN YOUR CROP IS READY FOR HARVES
I THINK SO. IN FACT, NEXT WEEK, I'M PLANNING TO START HARVESTING.
GOOD! THEN YOU'LL HAVE A BOUNTIFUL HARVEST. COME, LET'S VISIT YOUR FIELD. I'M EAGER TO SEE IT!

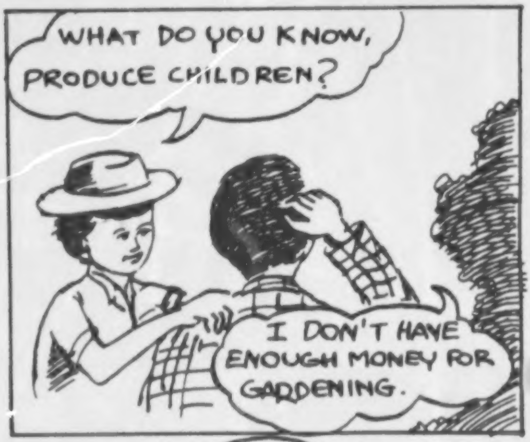

AFTER HARVEST, TOMAS AND PILAR INVITE MR. AND MRS. CRUZ AT THEIR HOME.
LOOK AT THAT HARVEST! YOU REALLY HAVE A BIG STACK!
IT'S BECAUSE OF YOU MR. CRUZ. WE NEVER HAD ANYTHING LIKE THIS BEFORE! NOW THAT WE HAVE SEEN THE RESULTS WE HAVE OUR FAITH IN YOU. WE ARE GRATEFUL FOR YOUR HELP.
WELL, I'M ALSO THANKFUL THAT YOU HAVE TRUST IN ME.
HAVEN'T YOU NOTICED SOMETHING, MR. CRUZ? YOU HAVE CHANGED NOT ONLY MY FIELD PRACTICES, BUT ALSO MY CONCEPT OF PLANNING FOR MY FAMILY! WE PLANNED FOR OUR CHILD AND LOOK AT HER NOW, SHE'S LIKE A GRAIN OF RICE, FILLED WITH OUR HEALTHY SEED OF LOVES!
YOU KNOW MR. CRUZ, TOMAS HAS ALWAYS BEEN COMPARING ME TO HIS PALAY SEEDLINGS EVER SINCE YOU HAD A TALK WITH HIM!
OF COURSE, AFTER ALL, I PLANTED BOTH SEEDS AT THE SAME TIME!

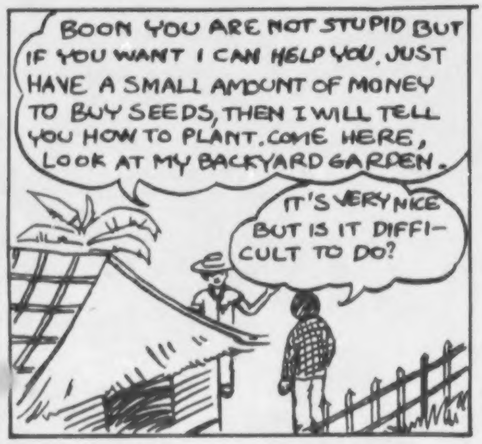
COMIC NO: 2

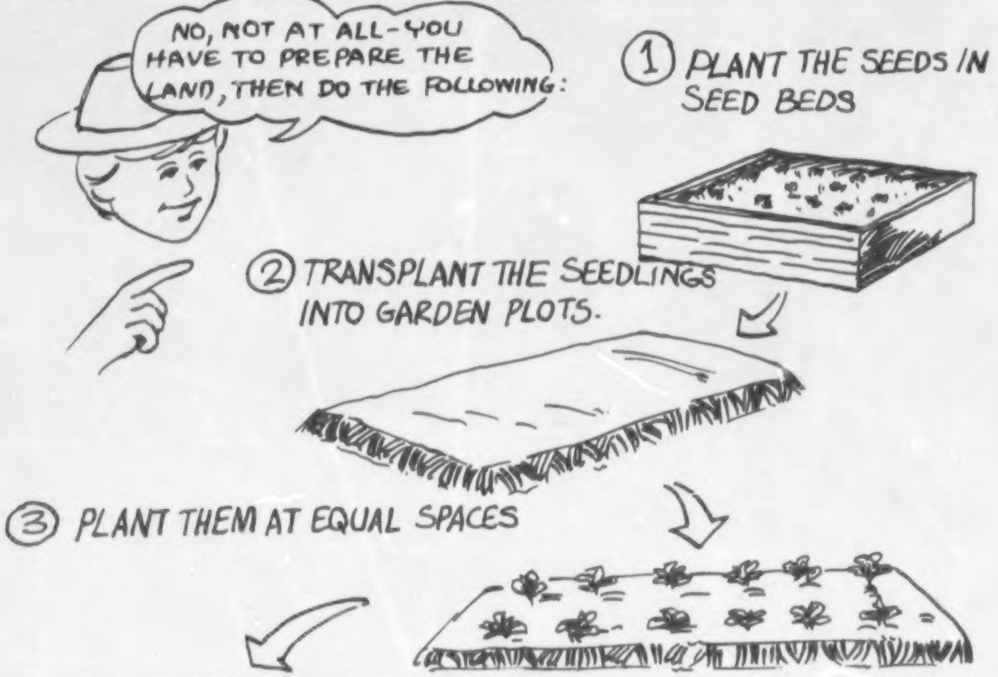
BOON'S FAMILY

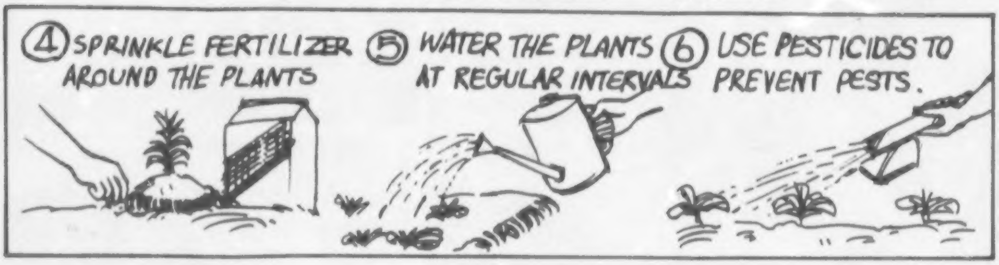
BOON'S Family

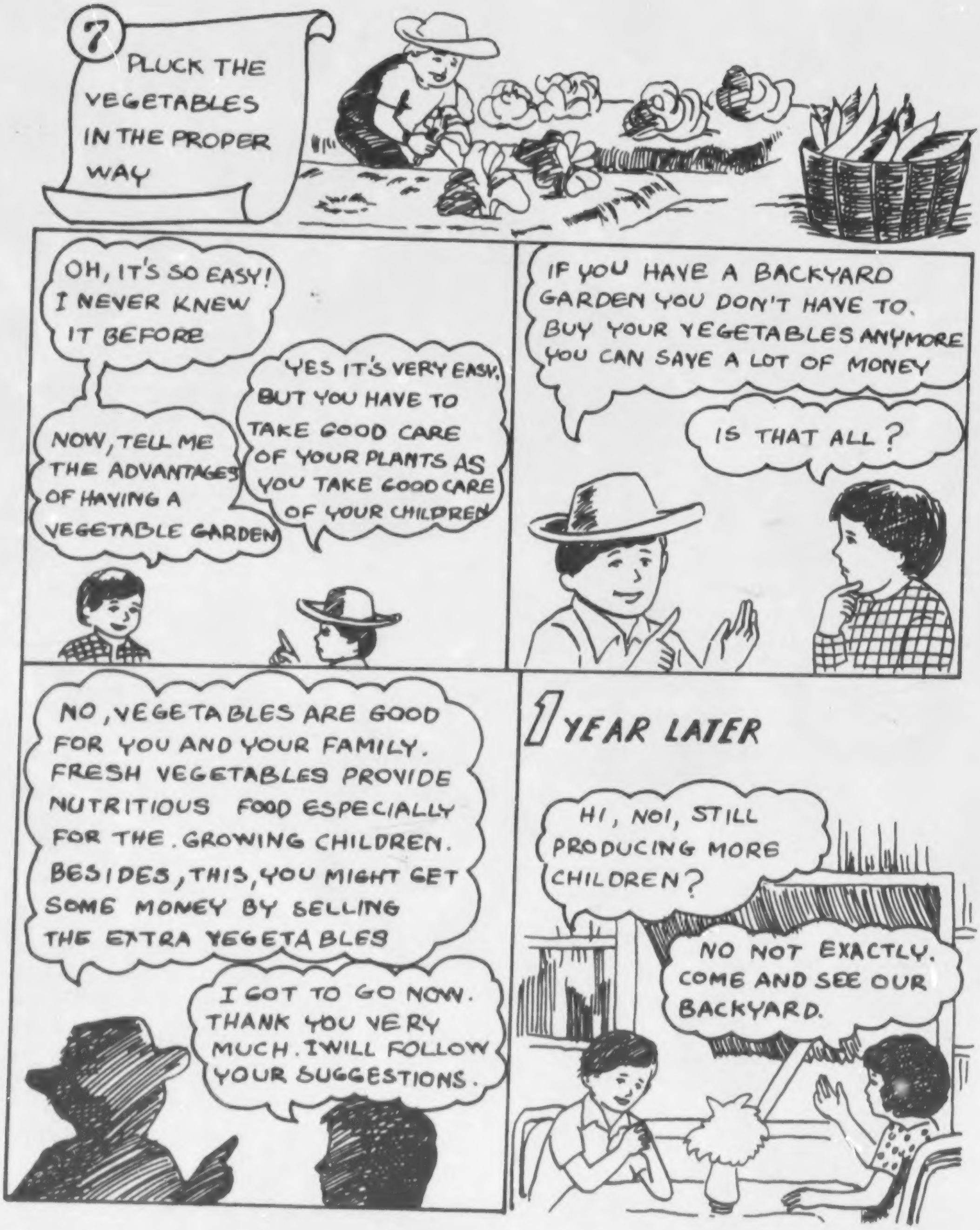

HI BOON, WHERE HAVE YOU BEEN? I HAVEN'T SEEN YOU FOR A LONG TIME, WHY DO YOU LOOK SO SAD?
NOTHING, JUST THINKING ABOUT MY CHILDREN. THEY ARE NOT GOING TO SCHOOL BECAUSE WE CAN'T AFFORD.
I GUESS, IT'S BECAUSE YOU HAVE GOT TOO MANY CHILDREN IN YOUR FAMILY WHY DON'T YOU AND YOUR WIFE VISIT THE HEALTH CENTER AND SEEK ADVICE FROM THE DOCTOR?
IT'S TOO LATE NOW I HAVE 6 CHILDREN ALREADY.
NOT TOO LATE! YOU HAVE TO SOLVE YOUR PROBLEM INSTEAD OF JUST THINKING ABOUT IT. YOU HAVE TO DO SOMETHING TO HELP YOUR FAMILY.
OK, I'LL FOLLOW YOUR SUGGESTIONS LIFE IS DIFFICULT.
OK, I'LL HELP YOU.
HOW?
I'LL TELL YOU. YOU HAVE A BIG BACKYARD WHY DON'T YOU SPEND YOUR LEISURE TIME PRODUCING VEGETABLES AND GROWING FLOWERS RATHER THAN PRODUCING CHILDREN? THIS CAN HELP YOU A LOT.
I DON'T HAVE ANY IDEA ABOUT VEGETABLE GARDENING AND GROWING FLOWERS.

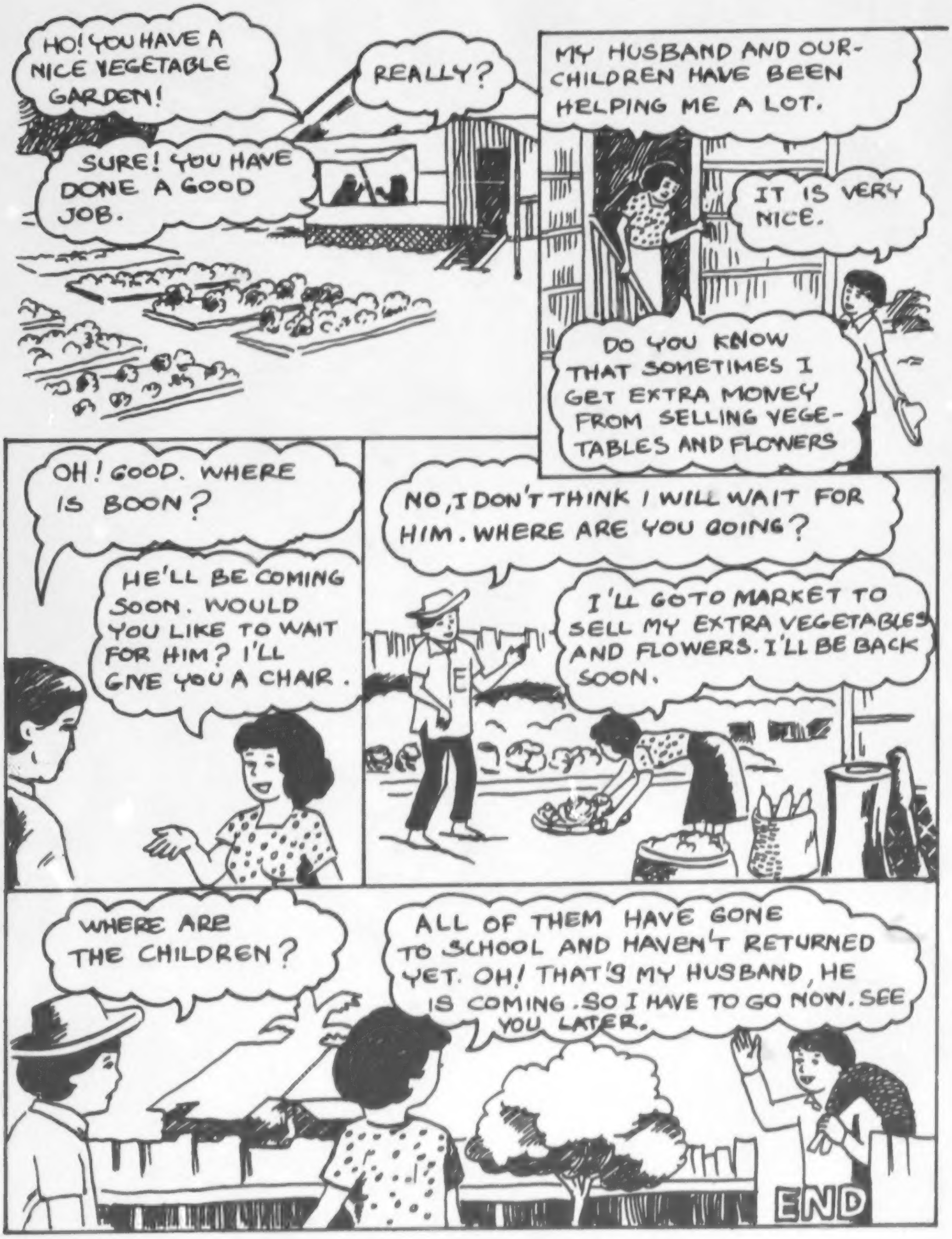

WHAT DO YOU KNOW, PRODUCE CHILDREN?
I DON'T HAVE ENOUGH MONEY FOR GARDENING.


BOON YOU ARE NOT STUPID BUT IF YOU WANT I CAN HELP YOU. JUST HAVE A SMALL AMOUNT OF MONEY TO BUY SEEDS, THEN I WILL TELL YOU HOW TO PLANT. COME HERE, LOOK AT MY BACKYARD GARDEN.
IT'S VERY NICE BUT IS IT DIFFICULT TO DO?


NO, NOT AT ALL-YOU HAVE TO PREPARE THE LAND, THEN DO THE FOLLOWING:
① PLANT THE SEEDS IN SEED BEDS
② TRANSPLANT THE SEEDLINGS INTO GARDEN PLOTS.
③ PLANT THEM AT EQUAL SPACES


④ SPRINKLE FERTILIZER AROUND THE PLANTS
⑤ WATER THE PLANTS AT REGULAR INTERVALS
⑥ USE PESTICIDES TO PREVENT PESTS.


7
PLUCK THE VEGETABLES IN THE PROPER WAY
OH, IT'S SO EASY! I NEVER KNEW IT BEFORE
YES IT'S VERY EASY, BUT YOU HAVE TO TAKE GOOD CARE OF YOUR PLANTS AS YOU TAKE GOOD CARE OF YOUR CHILDREN
NOW, TELL ME THE ADVANTAGES OF HAVING A VEGETABLE GARDEN
IF YOU HAVE A BACKYARD GARDEN YOU DON'T HAVE TO. BUY YOUR VEGETABLES ANYMORE YOU CAN SAVE A LOT OF MONEY
IS THAT ALL?
NO, VEGETABLES ARE GOOD FOR YOU AND YOUR FAMILY. FRESH VEGETABLES PROVIDE NUTRITIOUS FOOD ESPECIALLY FOR THE. GROWING CHILDREN. BESIDES, THIS, YOU MIGHT GET SOME MONEY BY SELLING THE EXTRA VEGETABLES
I GOT TO GO NOW. THANK YOU VERY MUCH. I WILL FOLLOW YOUR SUGGESTIONS.
1 YEAR LATER
HI, NOI, STILL PRODUCING MORE CHILDREN?
NO NOT EXACTLY. COME AND SEE OUR BACKYARD.


HO! YOU HAVE A NICE VEGETABLE GARDEN!
REALLY?
SURE! YOU HAVE DONE A GOOD JOB.
MY HUSBAND AND OUR-CHILDREN HAVE BEEN HELPING ME A LOT.
IT IS VERY NICE.
DO YOU KNOW THAT SOMETIMES I GET EXTRA MONEY FROM SELLING VEGETABLES AND FLOWERS
OH! GOOD. WHERE IS BOON?
HE'LL BE COMING SOON. WOULD YOU LIKE TO WAIT FOR HIM? I'LL GIVE YOU A CHAIR.
NO, I DON'T THINK I WILL WAIT FOR HIM. WHERE ARE YOU GOING?
I'LL GO TO MARKET TO SELL MY EXTRA VEGETABLES AND FLOWERS. I'LL BE BACK SOON.
E
WHERE ARE THE CHILDREN?
ALL OF THEM HAVE GONE TO SCHOOL AND HAVEN'T RETURNED YET. OH! THAT'S MY HUSBAND, HE IS COMING. SO I HAVE TO GO NOW. SEE YOU LATER.
END

Instructional materials

The instructional materials consist of leaflets, booklets and learning modules. These materials are briefly described as follows:

1. **Leaflet**

   Leaflet – "Breast-feed and Have Healthy Babies"
   This leaflet tells about nourishing the baby and the various ways of doing this such as breast-feeding, artificial feeding and mixed feeding. It emphasizes the advantages of breast-feeding.
   Message – Breast-feeding leads to healthy babies and less pregnancies.

2. **Booklets**

   a) Booklet No. 1 – "Children: What Do They Mean To You?"
   This booklet deals with traditional beliefs about children that we, in the past as well as at present, still cling to. Some of us believe that children are God's gift while others may believe that many children bring luck. There are also those who believe that children mean security during old age. The consequences would be that those who hold to such traditional beliefs are likely to have a large number of children resulting to a lower level of the quality of life. The message is that parents should practise family planning and proper spacing in order to have few children.

   b) Booklet No. 2 – "Key To Good Family Budget"
   This booklet tells about many things besides budgeting. It tells about the various sources of income for the family, who makes decision on family expenditure, how to live within one's income, judicious marketing, planning a backyard garden to supplement the family income, the practice of thrift among children. All these contribute to family savings. The message of the whole booklet is that the key to effective family budgeting is balancing family size with available resources.

3. **Self-learning modules**

   a) Module No. 1 – "Breast Feeding and Child Spacing"
   This module consists of seven parts, namely: the importance of good nutrition during infancy, nutrients in mother's milk, advantages of breast-feeding, effects of breast-feeding on pregnancy, duration of breast-feeding, amount of mother's milk that the baby gets, and diet while breast-feeding the baby. Message – for the health of the baby, there is no substitute to the mother's own milk. Moreover, breast-feeding delays pregnancy.

   b) Module No. 2 – "Your Planting Plan"
   This particular module contains tips to help the learner decide on what to plant and how many to plant. It also provides tips

on how to manage a garden properly. Then it also contains considerations on planning family welfare and completed family size. On completion of the module, the learner would have done his/her planting plan and would have worked through his/her family plan.

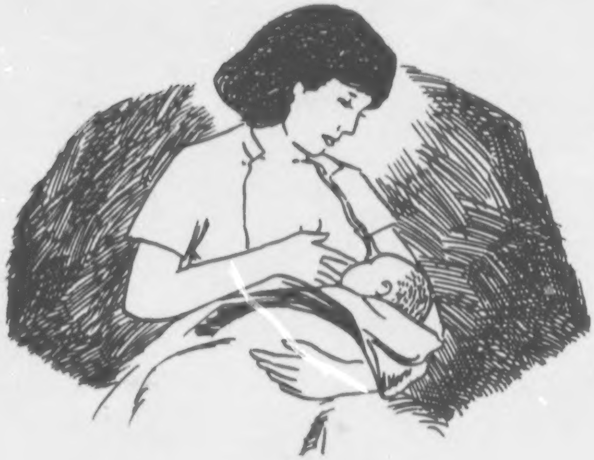
4. Pamphlet

Pamphlet – "Grow Mushroom for Additional Income"
This pamphlet describes: (i) Time and place of planting; (ii) Materials for planting; (iii) Steps in planting; (iv) Caring for mushroom bed; and (v) Harvesting. The population education concepts integrated are family size, spacing, proper care of the family, and increasing income. Message is, "Grow mushroom for additional income and happiness for the family and the community."

SAMPLE
OF
INSTRUCTIONAL MATERIALS

LEAFLET.

BREAST-FEED AND HAVE HEALTHY BABIES



NOURISHING THE BABY

Q. *What are the methods of feeding a baby?*

A. There are three ways of feeding a baby, namely:

a) breast-feeding
b) bottle feeding
c) mixed feeding

I. Breast-feeding

Breast-feeding is the natural way of feeding. Mother's milk is the perfect food for every baby. It contains the right amount of protein necessary for the baby's growth. It provides energy-giving carbohydrates and fats as well as vitamins, minerals and water that the body needs. It is always ready, safe and free from germs. It never goes sour or bad.

Frequency of breast-feeding

Babies should be breast-fed in the night as well as during the day. Frequent breast-feeding produces more milk.

Nourishment for a lactating mother

A mother who breast-feeds her child must feed herself with nourishing food. If she herself is malnourished, she will have less milk for her baby. A balanced diet is therefore very important for a lactating mother.

Duration of breast-feeding

Babies could be breast-fed for as long as 18 months. However, if a mother prefers to breast-feed her baby longer, she may do so.

Weaning

Breast-feeding must be stopped gradually for the good of both mother and child.. If the mother suddenly stops breast-feeding her baby, her breasts may swell with milk and become painful. She may also get abscesses which may lead to other diseases.

Advantages of breast-feeding

A mother who breast-feeds her baby is not likely to become pregnant sooner, as a mother who does not breast-feed her child.

II. Artificial feeding

It is always best to breast-feed a baby. But when a mother is working or sick or unable to breast-feed the baby, the baby could be put on bottle feeding.

Fresh cow's milk is the next best to mother's milk. But if it is not available, powdered full cream milk could be used as a substitute.

A breast-fed baby gets all the vitamins it needs from its mother's milk. On the other hand, an artificially-fed baby needs vitamin supplements to protect it from illness.

How much milk to give the baby?

Artificial feeding often goes wrong because babies do not get enough milk. Either the milk is weak and watery or because they are not fed often enough. If young babies are to get enough food they must be fed five times a day with milk of the right strength. They must also get enough milk at every feeding time.

A new born baby needs ½ cupful of milk at each feed. Between birth and five months, babies need between half a cupful and a cupful for every feed. Babies older than five months need a little more than a cupful.

Four level teaspoonfuls of full cream dried milk, half a teaspoonful of sugar and a cupful of boiled water should be added to make half a cupful of milk.

Preparation for bottle-feeding

Feeding bottles and teats should be sterilized before using. A glass feeding bottle is better than a plastic bottle.

III. Mixed feeding

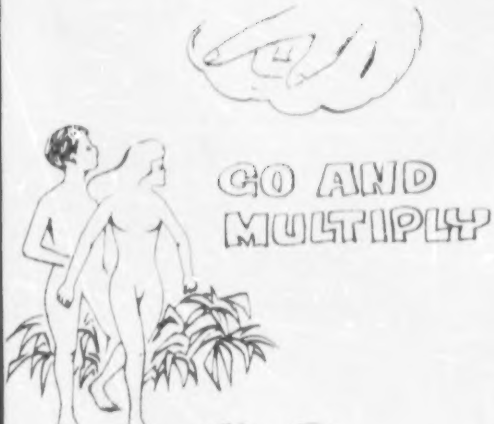
Mixed feeding is recommended for working mothers. Their babies could be bottle-fed during the day and breast-fed in the night.

Integrated learning materials

BOOKLET NO: 1

CHILDREN

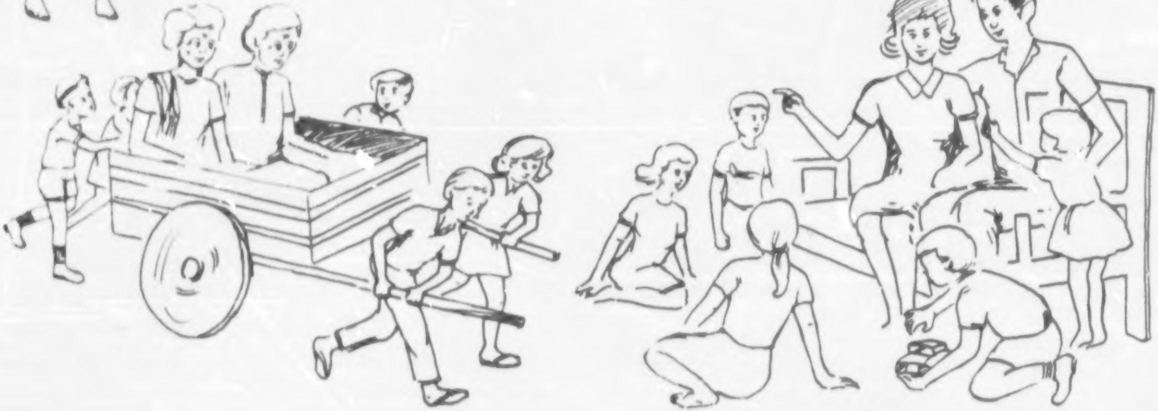
WHAT DO THEY MEAN TO YOU?



This is the story of two families - Mang Doro's and Willy's.

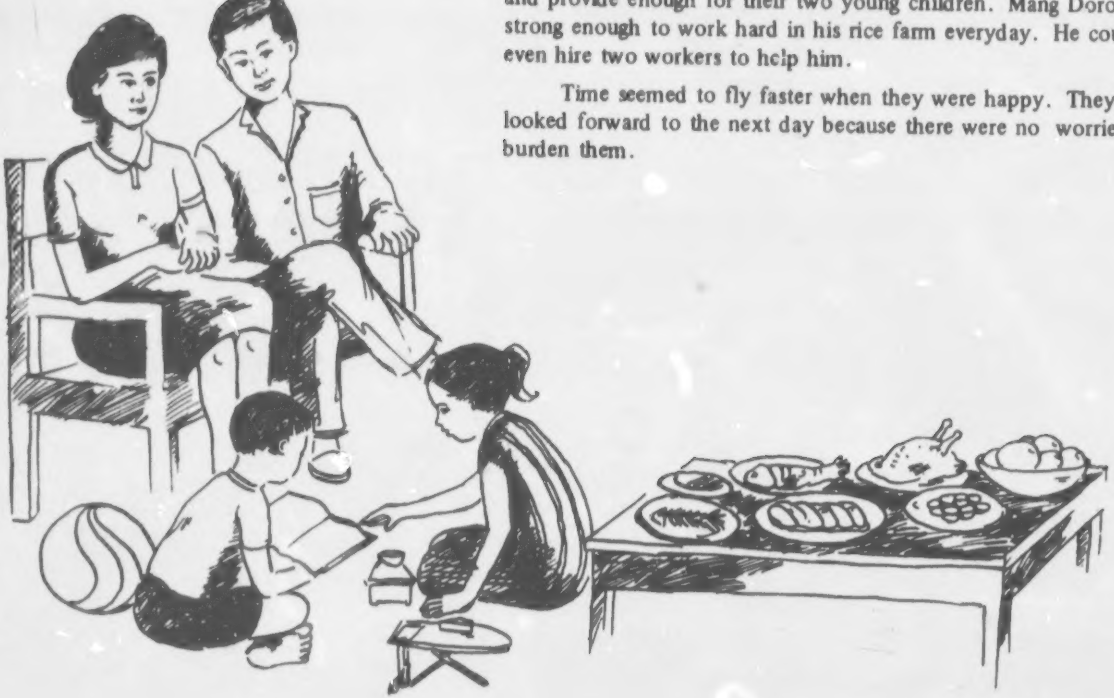
Mang Doro's family subscribes to the traditional belief that children are God's gifts and they bring luck and security to the family. But this belief normally leads to large families and consequently a lowering of the quality of life of the children.

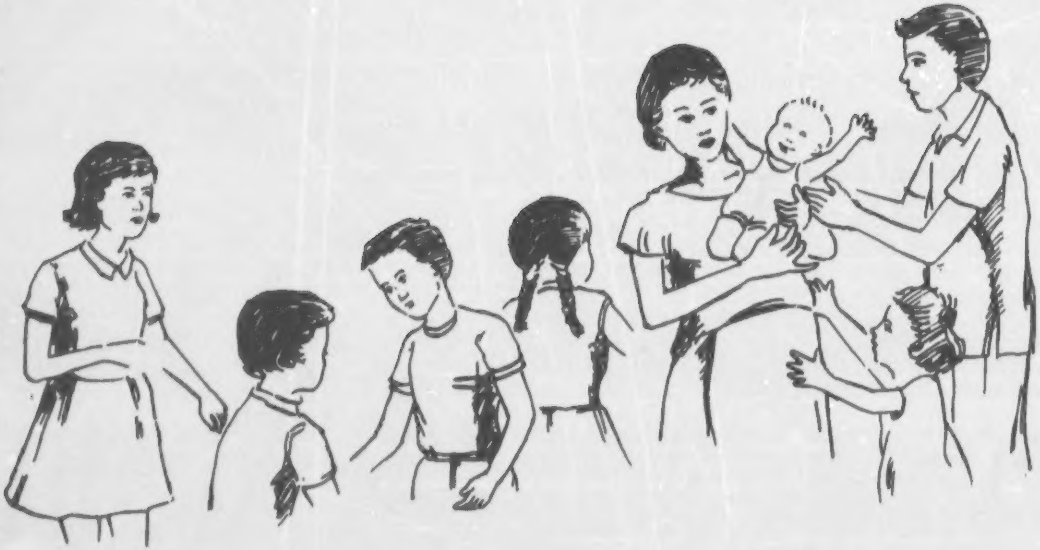
On the other hand Willy's family believes in having a small family. Thus the couple practices family planning and proper spacing of children.



Let us look at Mang Doro's family. He and his wife have been married for 15 years. During the first three years of their marriage they were very happy, because they could afford to eat good food and provide enough for their two young children. Mang Doro was strong enough to work hard in his rice farm everyday. He could even hire two workers to help him.

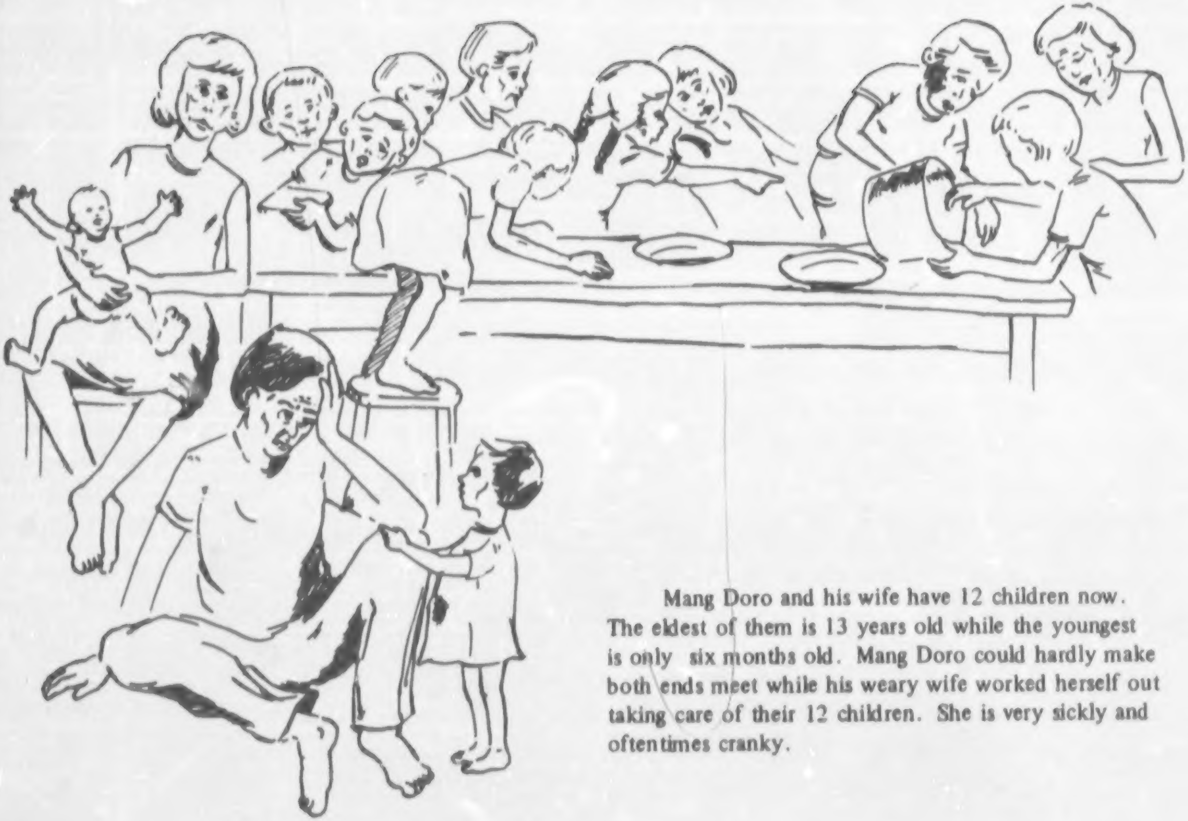
Time seemed to fly faster when they were happy. They always looked forward to the next day because there were no worries to burden them.



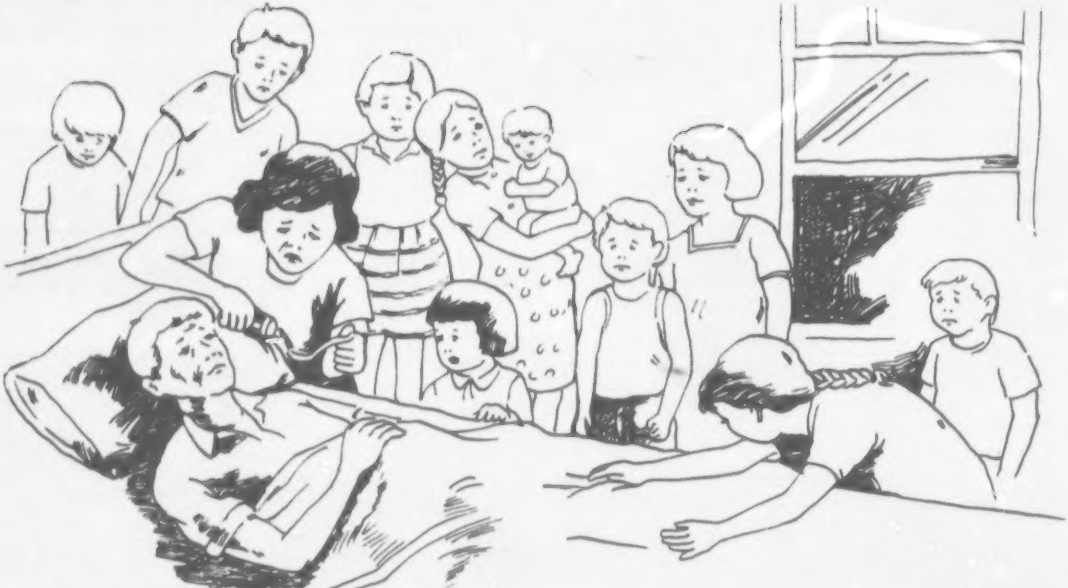


Now 15 years have passed since they were married. The family became too large for Mang Doro's wife gave birth every year. They believed that children are God's gift and that they should not go against the natural law. In other words, they must not prevent birth.

Mang Doro also see the economic value and security in children. He trusts that his children will look after him and his wife in their old age. This means the more children he has, the richer he would be in the future.

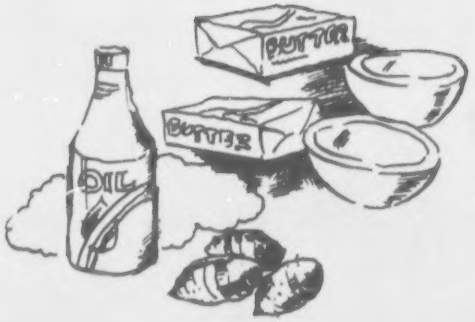


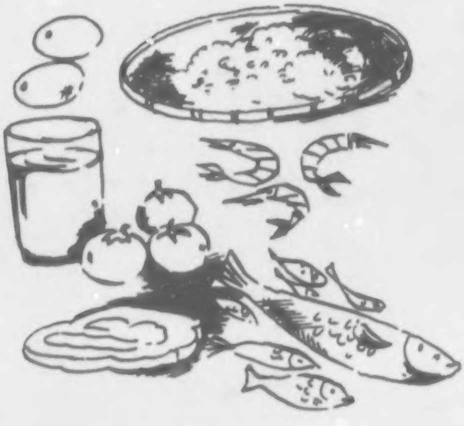
Mang Doro and his wife have 12 children now. The eldest of them is 13 years old while the youngest is only six months old. Mang Doro could hardly make both ends meet while his weary wife worked herself out taking care of their 12 children. She is very sickly and oftentimes cranky.

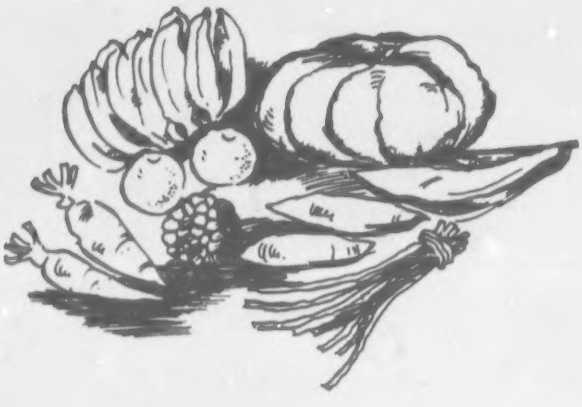


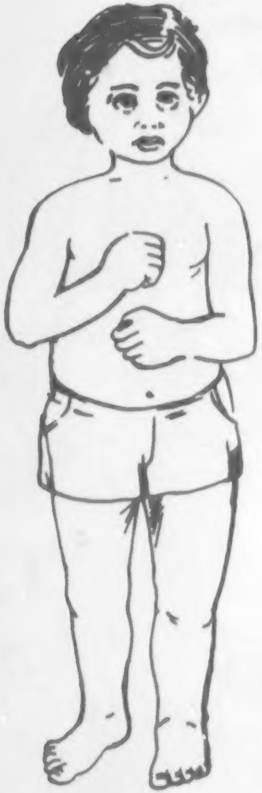
Mang Doro's family is quite unhappy now. Their farm could not produce enough to support them. The children are not in school. They did not have enough food to eat. The children look very sickly. They do not like to play with other children. The children, especially the young ones, are malnourished.

Children, during their growing years need a lot of nutritious foods. Examples of nutritious foods are meat, fish, vegetable, fruits, oil, eggs and rice. If growing children are deprived of these foods, various kinds of diseases will occur. When a child is unhealthy and often falls sick, the family will suffer too.









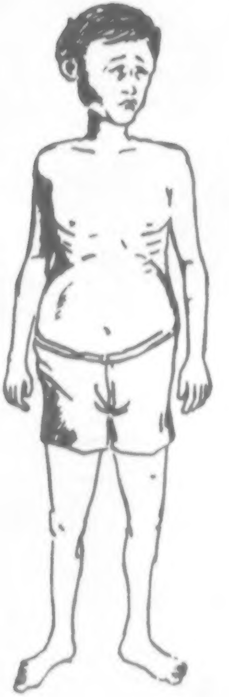
It is important for us to know some common kinds of sickness attributed to malnutrition. We ought to know, too their signs and symptoms.

People who suffer from shortage of Vitamin B will suffer from a disease called beri-beri.

Some of the symptoms are:

1. swollen hands and legs
2. dry skin
3. swollen eyes
4. dull/not alert.

Shortage of Vitamin A will cause night blindness.



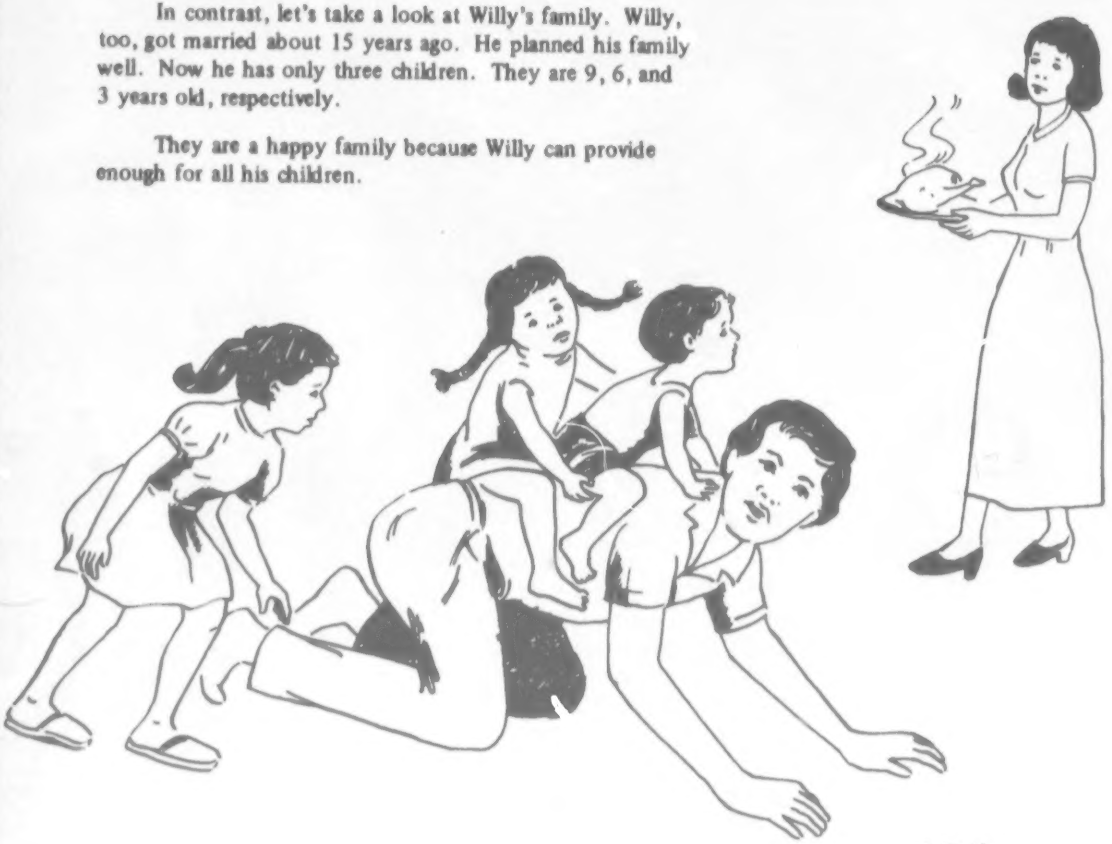
Shortage of nutrients, for example, as found in egg white and carbohydrates might cause the stomach to be swollen, bulging eyes and the victim is often very thin. The shortage of fruits and vegetables in the diet will cause the lips to be dried and cracked, the skin around the nose will be dired, rough and spotted while the eyes would be blood-shot.

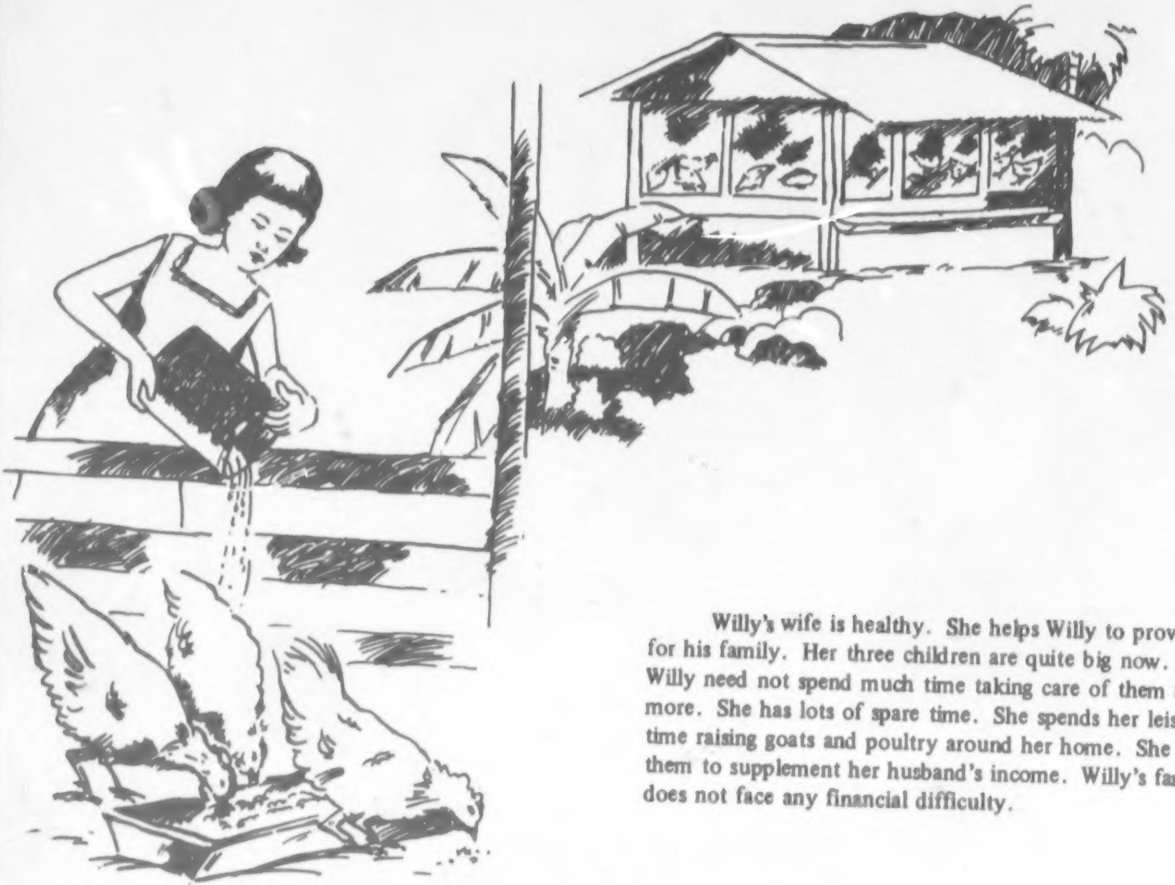
These are only some signs and symptoms of malnutrition. It is very important therefore, that everyone gets enough to eat. The diet must contain the necessary nutrients for healthy growth.

Mang Doro who has such a big family, will not be able to look after the welfare of all his children. Healthy children means a happy family. How can anyone provide enough for his family if the children are too many?

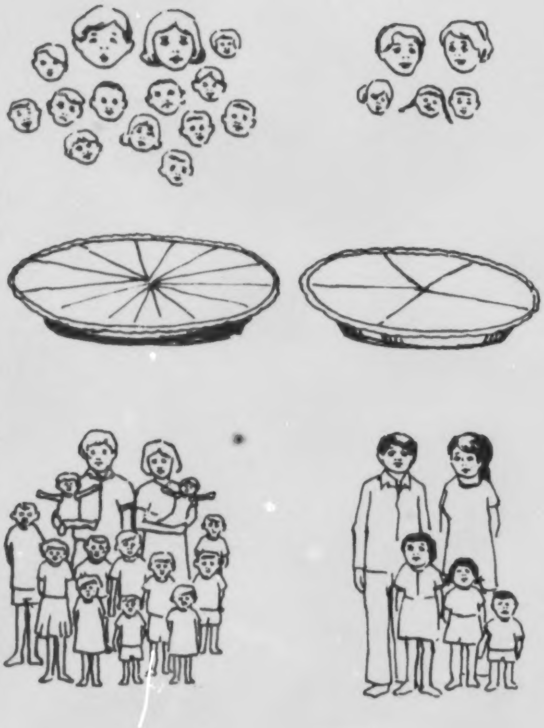
In contrast, let's take a look at Willy's family. Willy, too, got married about 15 years ago. He planned his family well. Now he has only three children. They are 9, 6, and 3 years old, respectively.

They are a happy family because Willy can provide enough for all his children.





Willy's wife is healthy. She helps Willy to provide for his family. Her three children are quite big now. Mrs. Willy need not spend much time taking care of them any more. She has lots of spare time. She spends her leisure time raising goats and poultry around her home. She sells them to supplement her husband's income. Willy's family does not face any financial difficulty.



Willy and his wife practised family planning. They spaced their children well. Willy does not think like Mang Doro. He thinks that children need sufficient care and love.

Children are parents' responsibility especially when they are young. Let us bring them into the world to be happy and be loved. A small well-fed family is surely a healthy and happy family.

Integrated learning materials

Booklet No. 2

BALANCE FAMILY SIZE AND RESOURCES

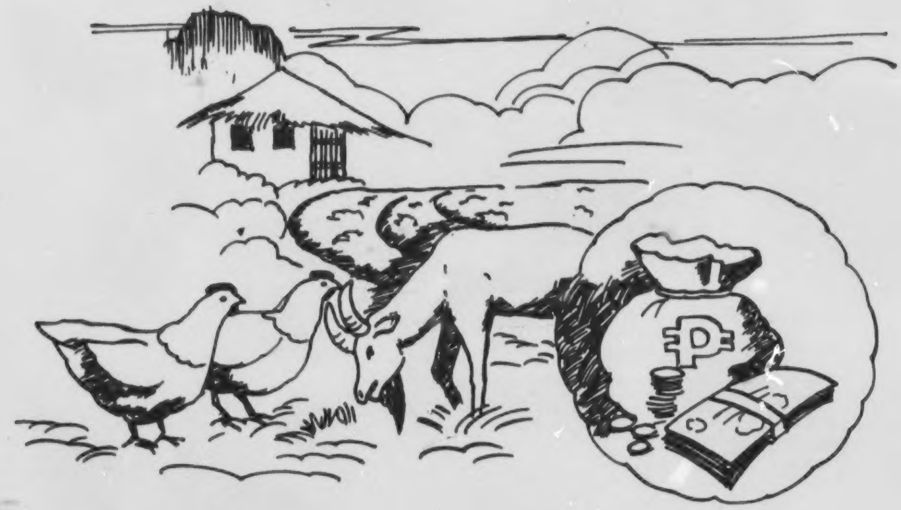
KEY TO GOOD FAMILY BUDGET

Population education in non-formal education programmes

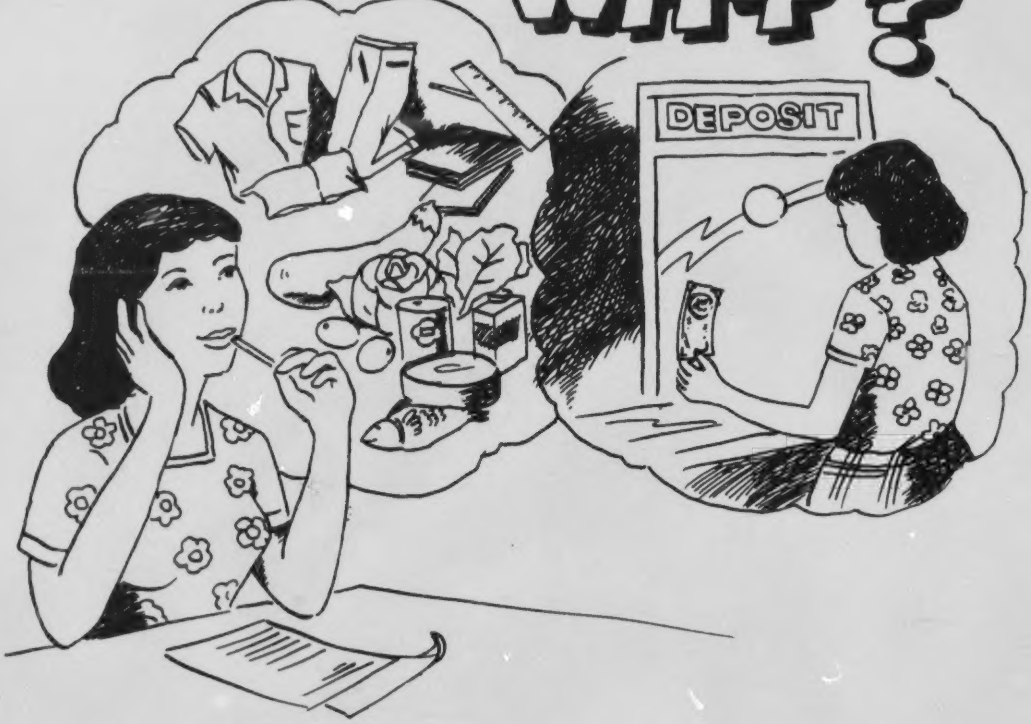
Introduction

Balancing the family income and expenditure to make a happy home is as important as eating balanced food to provide a fit, and healthy body. How ideal it would be if the size of the family is small. As family size increases, the money/goods have to be shared, particularly with the birth of another child, as there will be more needs to satisfy every additional member of the family.

Money income is just one of the resources. Family resources, abilities and time should not be taken for granted. Money income comes to a family in different quantities at different times. The two sources of income that flow to the family are the regular and the irregular. Examples: salary by the month is a regular income. Returns from crops and contractual farm work are irregular income.

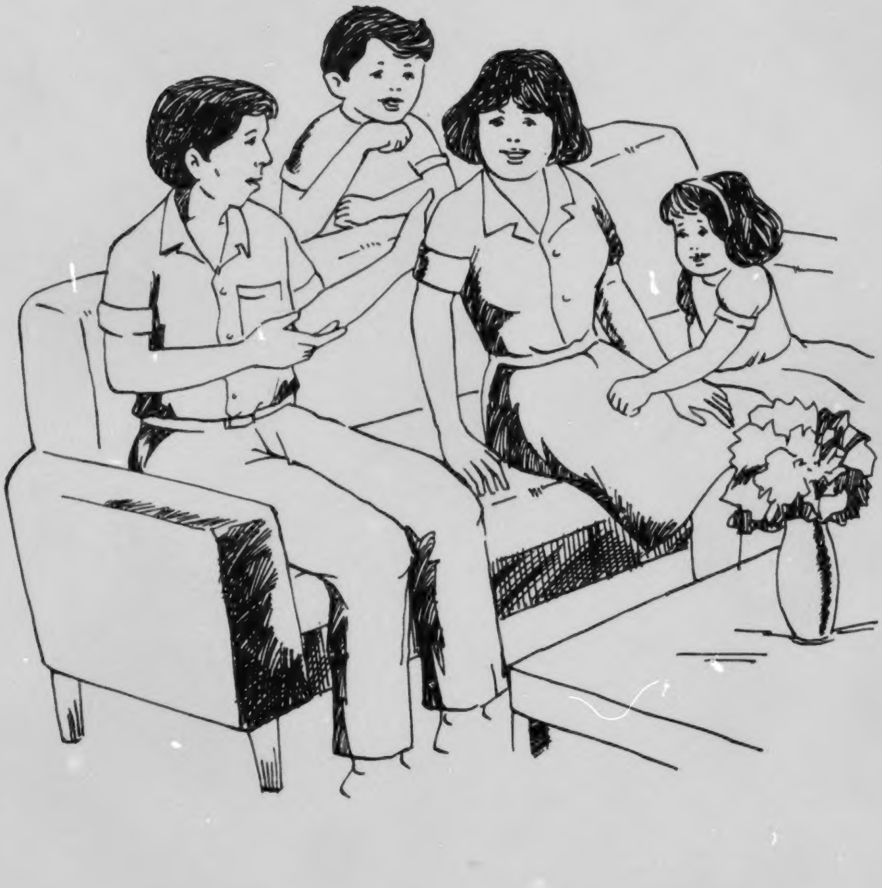


BUDGET FAMILY INCOME ....WHY?

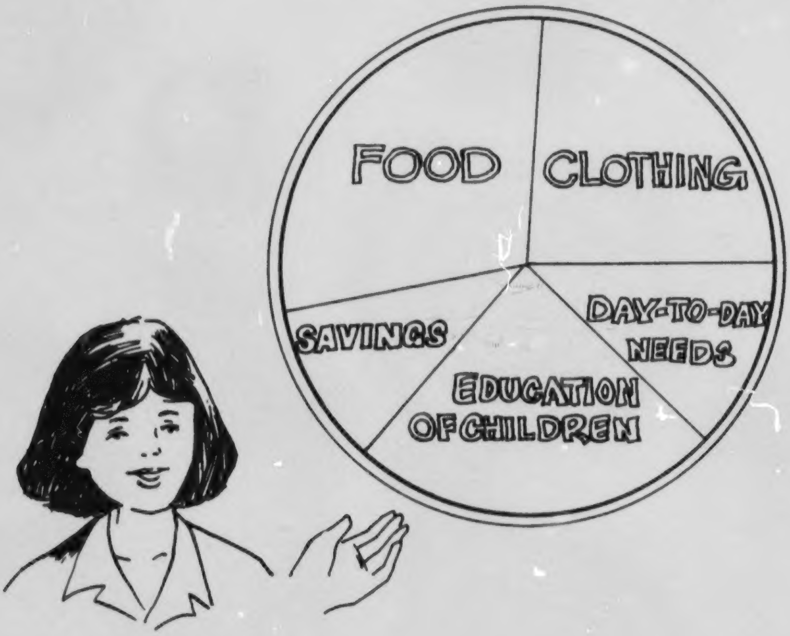


Every family needs to make a good budget. In many families, the mother decides on this matter. The financial aim of all families is to satisfy as many desires as possible with the available family income. The purpose of income management is quite the same for a family as for an individual. A well-managed family income makes a happy home.

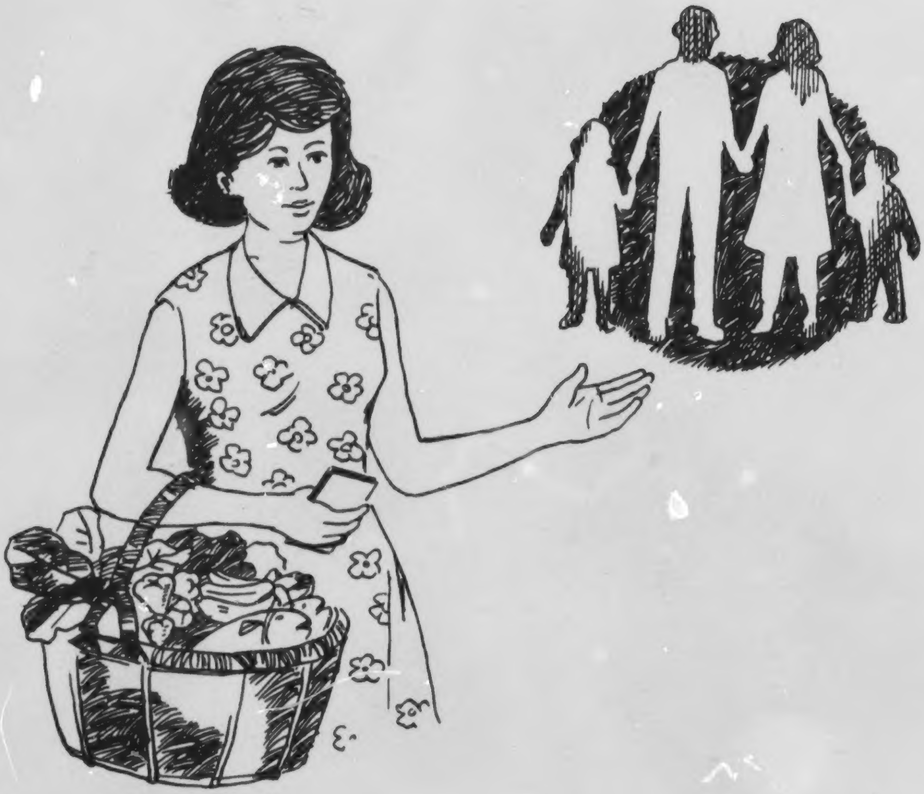
Although in some families the mother decides on budgeting matter, there are cases in which father and the children are consulted and they agree on what they want with their money and decide on their priorities.



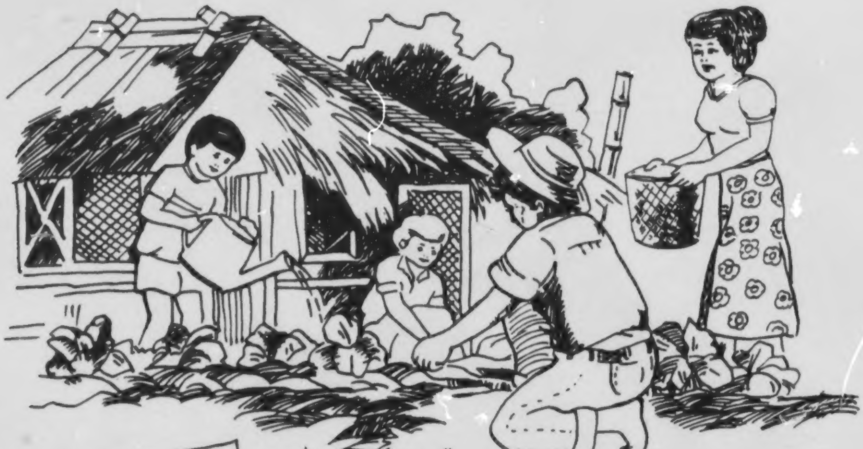
BUT...HOW CAN ONE MAKE A GOOD BUDGET?

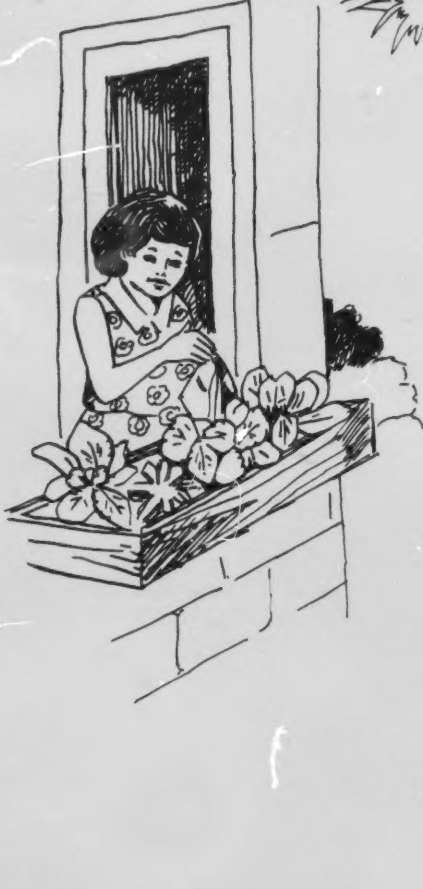

FOOD
CLOTHING
DAY-TO-DAY NEEDS
EDUCATION OF CHILDREN
SAVINGS

To live within one's income however small or big it is, it's necessary to make plans for its expenditure.



The menus for the family meals must be within the family income. One has to consider the nutritive value of the food. It is the quality that counts, not the quantity.

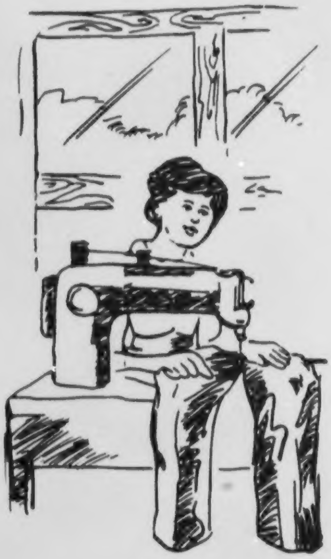


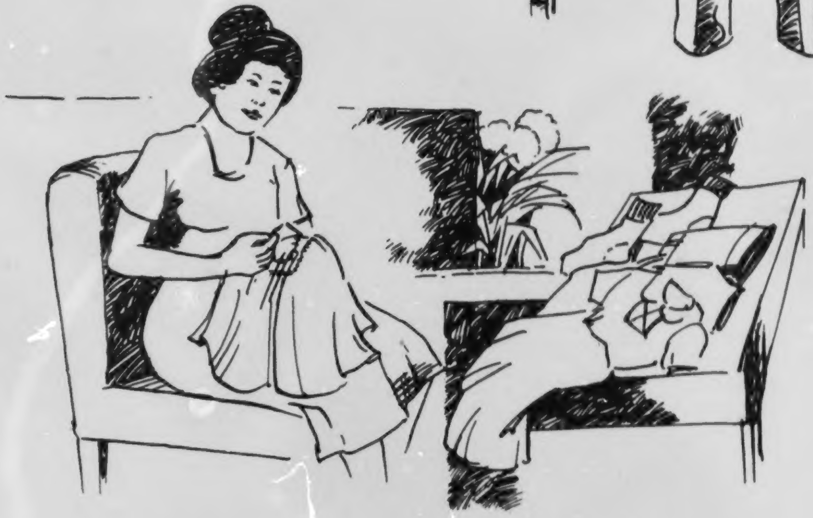


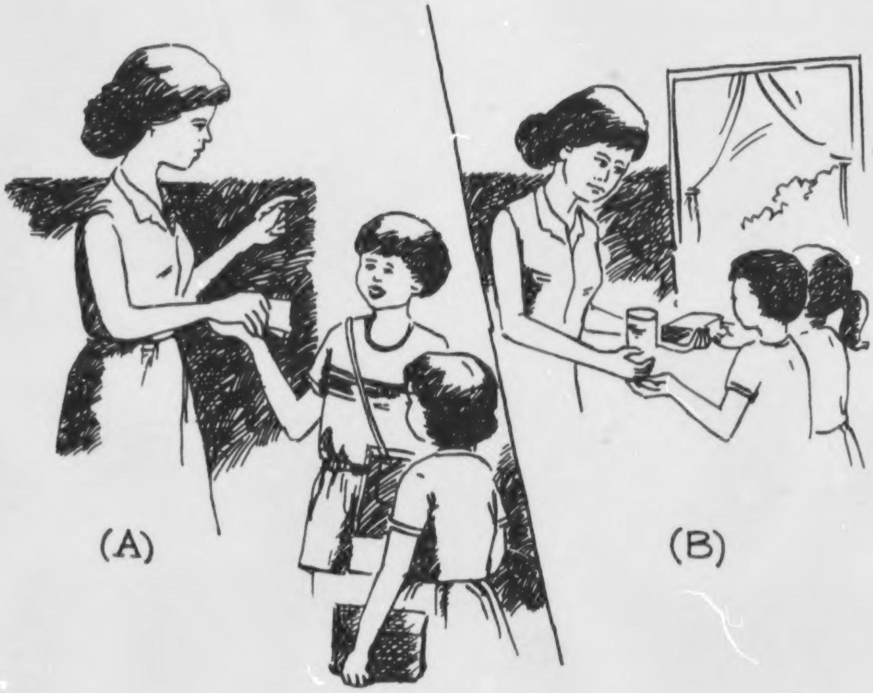
To supplement money income, it would be better for a family to make a small vegetable garden for home consumption.

The plan of expenditure must include the family's clothing. It would be wise to consider the kind of material, number of clothes for each member or the number times each member has to buy in a certain period of budgeting - weekly, monthly or yearly.

The family can save if the mother knows how to sew, repair or mend old dresses, and recycle old clothes to some other materials for use by the family.



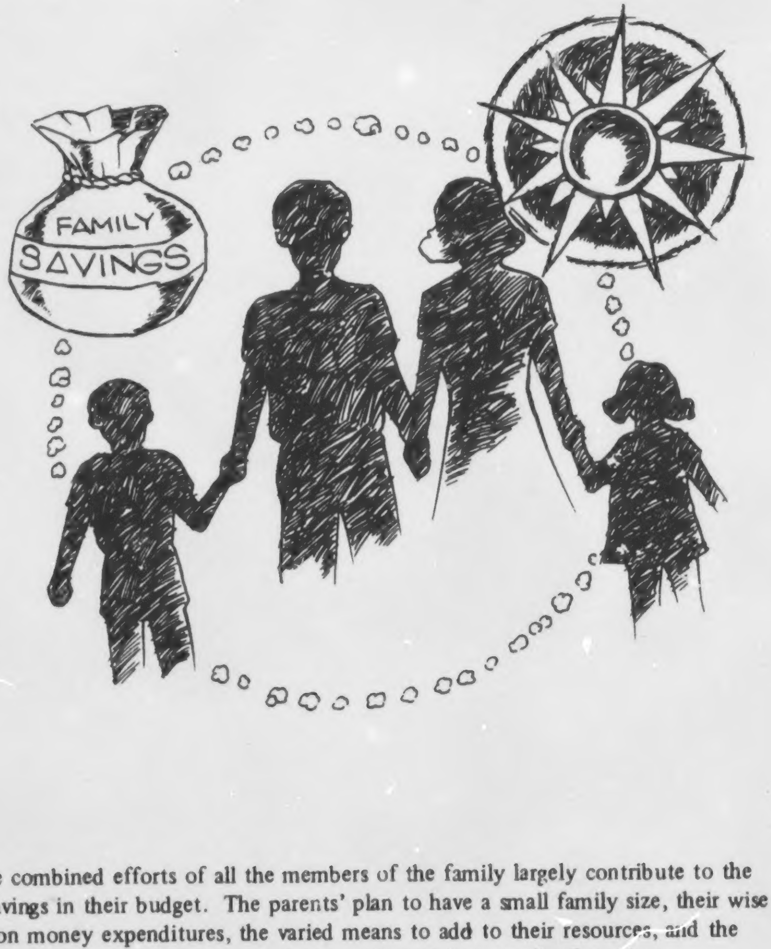




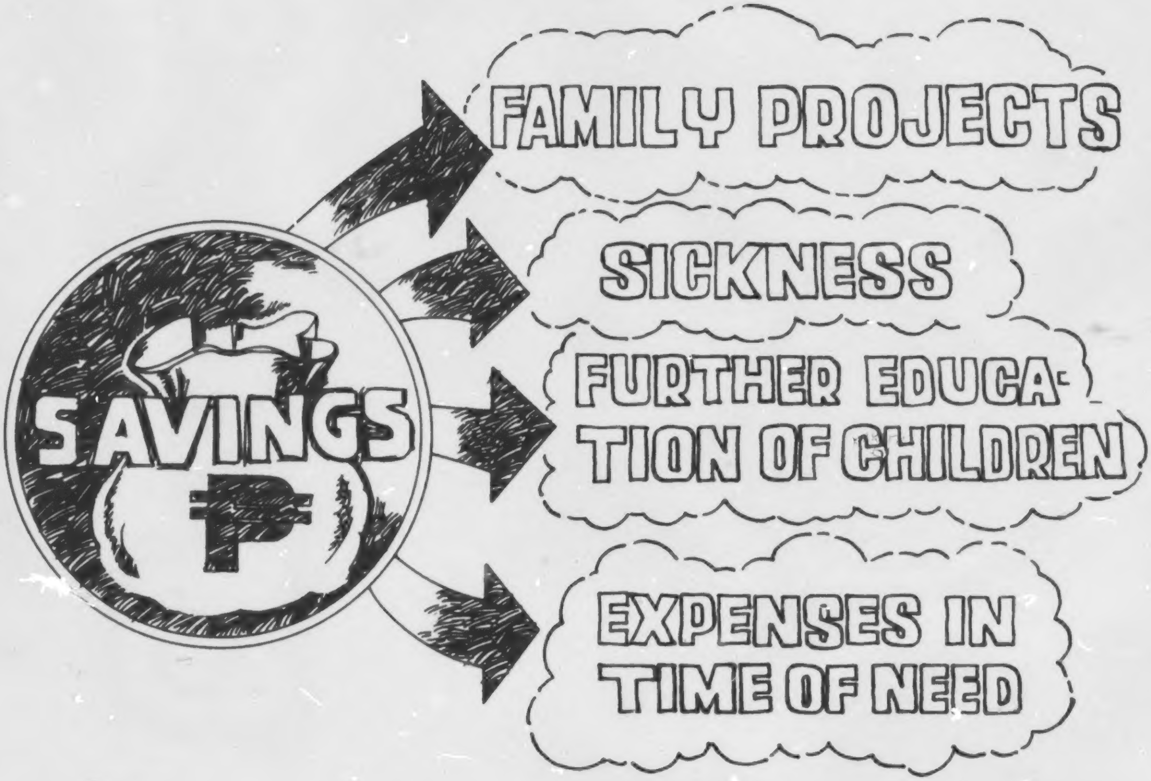
Mother should also see to it that school children spend money wisely. It's a part of their training on decision-making.

It is not only a practice of thrift but also making sure of what children have to eat in school that mother has to give them what might be available at home.
Example: excess bread at breakfast, cassava, bananas or other fruits gathered in the garden.

EVERYBODY HELPS IN FAMILY SAVINGS



The combined efforts of all the members of the family largely contribute to the regular savings in their budget. The parents' plan to have a small family size, their wise decision on money expenditures, the varied means to add to their resources, and the children's co-operative attitude and behaviour all contribute to family savings.

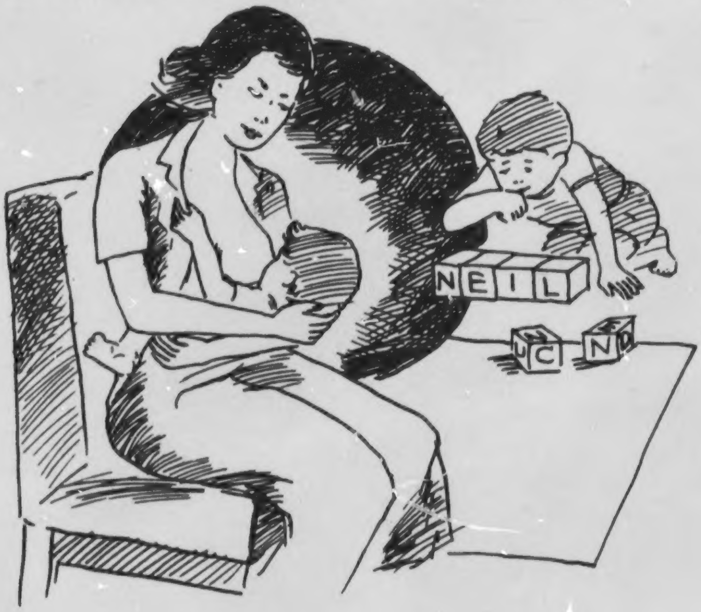

SAVINGS
₱
FAMILY PROJECTS
SICKNESS
FURTHER EDUCATION OF CHILDREN
EXPENSES IN TIME OF NEED

SEE! How important the family savings are in making a GOOD BUDGET!

Integrated learning materials

Self-learning Module No. 1

BREAST FEEDING AND CHILD SPACING



Introduction

The main goal of this booklet is to provide you with some information and knowledge on breast-feeding your baby.

This booklet consists of 7 parts, namely, the importance of good nutrition during infancy, nutrients in mother's milk, advantages of breast-feeding, effect of breast-feeding on pregnancy, duration of breast-feeding, amount of mother's milk that the baby gets and diet while breast-feeding the baby.

It is hoped that this booklet will be helpful in encouraging you to breast-feed your baby.

What Can You Do?

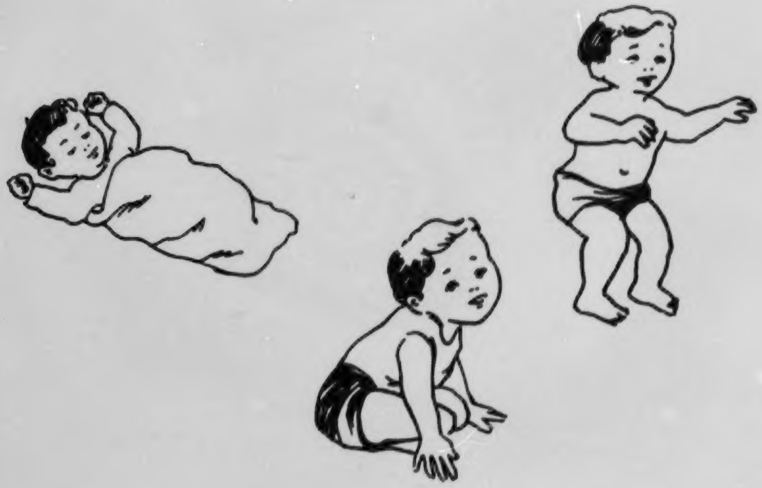
After completing this booklet you would be able to do the following:

1. Explain the importance of good nutrition in the early years of the child's life.
2. Enumerate the nutrients in the mother's milk.
3. Discuss the advantages of breast-feeding.
4. Explain that breast-feeding may delay pregnancy.
5. Discuss the duration of breast-feeding.
6. Get the assurance that the baby gets enough milk while breast-feeding.
7. Enumerate the types of food needed by the mother while breast-feeding the baby.

Some Reminders

1. Read each part carefully until the end.
2. Pay attention to the illustration for each part.
3. Answer each question on a separate piece of paper.
4. After answering, turn to the back page to check whether your answers are the same as those written at the back of the page.
5. If you have any wrong answers, correct the mistakes and read again the part that deals with this topic.
6. After completing this booklet you may try to answer all the questions under evaluation.

Importance of Good Nutrition During Infancy



Your baby grows and develops more rapidly during the first year of life than at any other time. The weight of your baby will be twice its birth weight when he is 5–6 months and three times when he is one year old. For example, if your baby weight 2.5 kilos at birth, then he will be 5 kilos at 6 months and 7.5 kilos at one year. This rapid growth of bones, muscles and tissues can take place only if the baby is getting enough of the right kinds of food.

Questions

1. A child grows and develops more rapidly during the ______ year of life.
2. If the birth weight of your baby is 3 kilos, his expected weight in six months time will be ______ .
3. If the birth weight of your baby is 2.5 kilos his expected weight in one year's time will be ______ .
4. If your baby is given enough of the right kinds of foods his ______ , ______ , ______ , will develop rapidly.

Answer

1. first
2. 6 kilos
3. 7.5 kilos
4. tissues, bones, muscles

Nutrients in Mother's Milk

Mother's milk is an almost complete food for your baby during the first six months of his life. It contains adequate amounts of all the nutrients needed by your baby especially protein, fat, vitamins A, and C and iron. If you have enough supply of mother's milk, most of the nutritional requirements of your baby are met. When your baby is over five months old, mother's milk alone will not be enough. Mother's milk has to be supplemented with other foods such as broth, boiled eggs, vegetables and fruits.

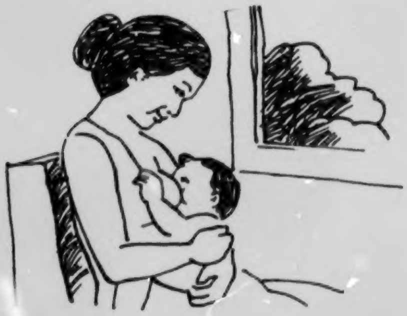
Questions

1. What is the best food for your baby during the first six months of life?
2. Why is mother's milk considered as an almost complete food for your baby?
3. Do you think mother's milk alone is enough for your baby after he is five months old?
4. What other foods will you give to your baby after he is 5–6 months old?

Answers

1. mother's milk
2. because it contains adequate amounts of all the nutrients needed by the baby.
3. no, it is not enough
4. broth, boiled eggs, vegetables and fruits

THE ADVANTAGES OF BREAST-FEEDING



Mother's milk, aside from being the best single food for your baby, is advantageous in every way – it is the cleanest and safest since it is always ready. It does not have to be prepared, and it is free from germs. It never goes sour or bad if your baby sucks it straight from the breast. It has the right temperature and is easily digested compared to that of cow's milk. Cow's milk has a thick indigestable protein which clots in the baby's stomach. Mother's milk also provides some antibodies which will protect your baby from infectious diseases. When you breast-feed your baby you have to hold it close to the breast. This will give it a feeling of security and closeness.

Breast-feeding helps your uterus to return more quickly to its normal size after you deliver your baby.

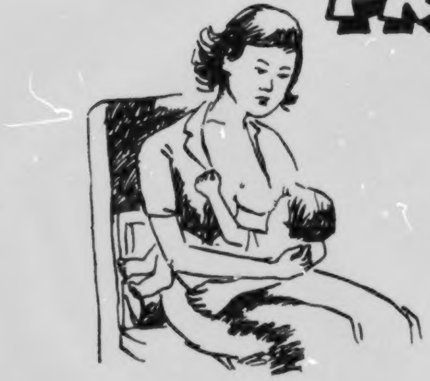
Questions

1. What are the advantages of breast-feeding your baby?
2. What are the advantages of breast-feeding on the part of the mother?
3. What is the best way of breast-feeding the baby? Why?

Answers

1. a) clean
   b) safe
   c) easily digested
   d) provides antibodies
   e) free from germs
   f) has the right temperature
   g) gives it the feeling of security and closeness.
2. a) It saves time as it is always ready
   b) It helps the uterus to return more quickly to its normal size
   c) It costs nothing
   d) It helps the mother show love for the baby.
3. Hold him close to the breast as this will give the baby a feeling of security and closeness.

BREASTFEEDING DELAYS PREGNANCY



In most cases, if you lengthen the duration of breast-feeding you will be able to lengthen the interval between pregnancies thus leading to child spacing. As a result of this, you will have time to rebuild your health and nutritional status for future pregnancies.

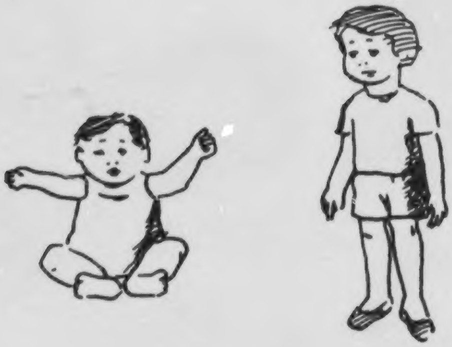
Questions

1. Do you think that lengthening the duration of breast-feeding will lengthen the interval between pregnancies?
2. What is the advantage of the lengthened interval between pregnancies?

Answers

1. yes, in most cases
2. to rebuild health and nutritional status for future pregnancies.

Duration of Breast-feeding



You can breast-feed your baby to at least 12 months and preferably up to 18 months. If you think you have reasonable supply of milk you can feed him even after 18 months besides giving him other foods. In case of prolonged breast-feeding mother's milk is considered as an important protein supplement to the foods that you give to your baby.

Prolonged breast-feeding may help prevent mothers from getting pregnant sooner.

Questions

1. You can breast-feed your baby to at least ______ months and preferably up to ______ months.
2. If you have reasonable supply of milk can you breast-feed your baby as long as possible?

Answers

1. 12 months
   18 months
2. yes

Amount of mother's milk that baby gets

To find out whether your baby is getting enough mother's milk you can weigh him at the Rural Health Center or at the Operation 'Timbang'. If your baby has a normal weight gain this is an indication that he is well fed.

Weight for Age of Filipino Baby

Child's age month	Weight in kilo
1	4.2
2	5.0
3	5.7
4	6.3
5	6.7
6	7.2
7	7.5
8	7.7
9	7.8
10	8.1
11	8.5
12	8.8

Source: FNRI Publication No. 137
Revised 15 January 1974

If your child is free from frequent digestive upsets this may be another indication that your breast-feeding is successful.

Questions

1. Where can you weigh your baby in your village?
2. What is the average weight of a Filipino baby at the age of –
   a) 3 months? _______
   b) 12 months? _______

Answers

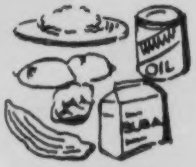
1. Rural Health Centre or Operation Timbang
2. a) 5.7 kilos
   b) 8.8 kilos

Diet During Breast-feeding the Baby

You can be sure that your diet is adequate if it includes the following foods everyday in the amount stated when you are breast-feeding your baby.

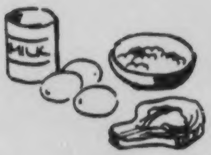
ENERGY FOODS

Cooked rice – 6 cups
fat – 8 teaspoons
sugar – 11 teaspoons
root crop – 1 medium size



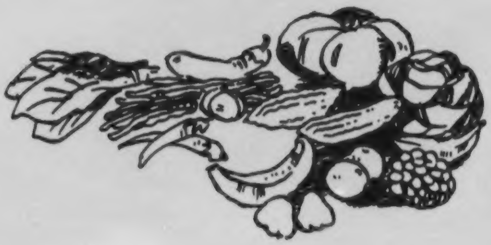
BODY BUILDING FOODS

meat, fish or poultry – 5 match box size
beans – 1½ cup
egg – one piece
milk – 1 cup



BODY REGULATORS

green leafy vegetables – 1 cup
other vegetables – 2/3 cup
Vitamin C rich fruits – 2 medium size
other fruits – 1–2 medium size



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Questions

1. When you breast-feed your baby you need body-building foods such as:
   meat ______ match box size
   milk ______ cup

2. For energy foods you need:
   cooked rice ______ cups
   fat ________ teaspoons

3. For body regulators you need:
   green leafy vegetables _______ cup
   Vitamin C rich fruits ______ medium size

Answers

1. five (5)
   one (1)
2. six (6)
   eight (8)
3. one (1)
   two (2)

Evaluation

1. Do you think that good nutrition is very important for your baby? Why?
2. What are the nutrients found in the mother's milk?
3. List all the advantages of breast-feeding.
4. What is the advantage of lengthening the interval between pregnancies?
5. How long can you breast-feed your baby?
6. How do you determine whether your baby has had enough breast milk?
7. What are the amounts of foods required when you breast-feed your baby?

BACKYARD VEGETABLE GARDENING

YOUR PLANTING PLAN

Integrated learning materials

Self-learning Module No. 2

TO THE READER

This particular module contains tips to help you decide on what to plant and how many to plant. It also has tips for managing your garden.

It also contains considerations on planning your family welfare and completed family size.

Upon completing this module, you will have done your *planting plan*.

You will also have worked through your *family plan*.

1 TO HELP YOU DECIDE ON WHAT TO PLANT, HOW MANY TO PLANT

Consider the following:

1. Different vegetable crops require different lengths of time for maturing.

   Think of two vegetables that illustrate the different times for maturing.

2. Different crops consume different ground area.

   Think of two examples that illustrate the difference.

3. Some varieties are more productive than others, more resistant to insect pests and diseases than other varieties.

   Think of examples.

4. Some crops are more nutritious than others.

   Do you know some examples?

5. Your family members prefer some vegetables to others.

   List down the vegetables they prefer.

Note: If you cannot think of examples, seek information from a BAEx-technician or a Home Economics teacher, a neighbour with a vegetable garden.

CONCLUSIONS FROM THE PRECEDING CONSIDERATIONS

You are raising vegetables for your family	Therefore: – Select vegetables that your family likes to eat.
For nutritious food	– Select crops that are nutritious.
You will want to avoid unnecessary difficulties	– Select crops that are easy to grow and resistant to insect pests and diseases.
You need to make the most of your small garden area	– Avoid planting space-consuming crops, unless they can be made to climb upright trellises, trees or structures such as sheds.
You want to make your garden as productive as possible	– Select varieties that are productive. Prefer crops that will allow the family to harvest over a long range of time to those that have to be harvested all at one time or over a short period of time.

Take a further look at the last point.
It is about an important practice in home gardening:

2

RELAY PLANTING

1. *Harvesting crops more often tends to increase the total yield.*

   This is so because the life of the crop is lengthened and therefore more harvest can be obtained per crop per season.

2. The advantages of long harvesting period can be achieved through *relay planting* of short maturing crops.

   Relay cropping or intercropping of early maturing crops such as pechay or mustard with late maturing ones such as sweet corn, tomato and pepper or sweet corn with potato, cabbage, okra, sweet potato and beans.

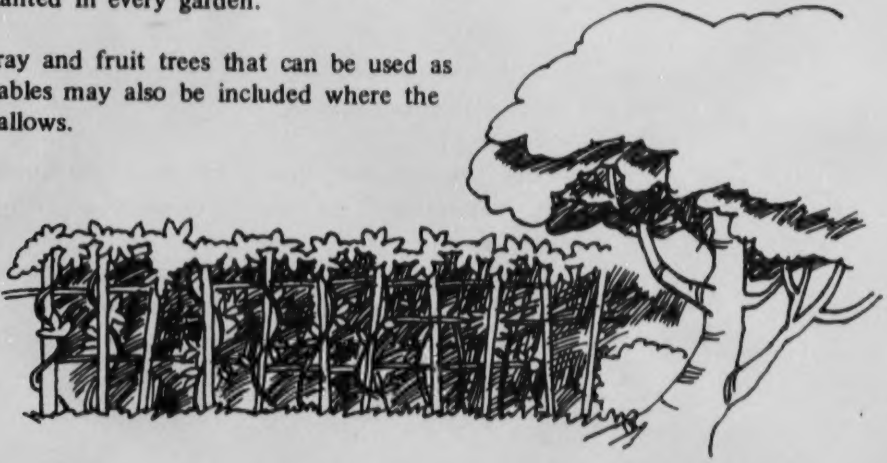
3. For more harvest, concentrate only on those crops which respond to intensive cultivation.

PLANT ALONG THE FENCE

Vegetable crops like kadios, malunggay, upo, patola, bataw, sigarilyas and fruit crops like banana, kalamansi and papaya can be planted along the fence.

Malunggay, which is very nutritious, should be planted in every garden.

Katuray and fruit trees that can be used as vegetables may also be included where the area allows.



3 PROGRAMME ACTIVITIES IN THE GARDEN

The use of a limited garden area can be maximized by proper programming of the activities in the garden throughout the year.

First, list down the crops you have decided to plant, indicating the months/days required to mature.

Crops: Months/days required to mature

____

____

____

____

Then draw up a planting plan similar to the sample in the following page:

____

4 Suggested Planting Plan for Small Garden (25 sq. m)

Lot No.	May June July	Aug. Sept. Oct.	Nov. Dec. Jan.	Feb. Mar. Apr.
1	Sweet Potato (5.0 m)	Bush Sitao/Cowpea Vegetable Soybean (5.0 m)	Pechay Mustard (5.0 m) Tomato/Eggplant/Pepper (5.0 m)	Pechay (5.0 m)
2	Bush Sitao/Cowpea Vegetable Soybeans (5.0 m) Mustard (5.0 m)	Ampalaya Pechay (5.0 m)	Vegetable Soybeans Bush Sitao/Cowpea Native Squash (5.0 m)	
3	Upland Kangkong (5.0 m)	Upland Kangkong (5.0 m) Chinese Cabbage (5.0 m)	Pechay (5.0 m) Mustard	Bush Sitao/Cowpea (5.0 m)
4	Eggplant/Tomato/Pepper (5.0 m)	Sweet Potato (5.0 m)	Upland Kangkong (5.0 m) Upland Kangkong (5.0 m)	
5	Okra (5.0 m)	Tomato (5.0 m) Cabbage (5.0 m)	Tomato (5.0 m)	

If members of the family are going to help attend to the garden it will be good to specify who will be responsible for what, at which time. If necessary, prepare two schedules:

a) the daily routine

b) the quarterly schedule (every three months)

Both schedules will contain the following information:

Garden Activity	Starting Date/Time	Completion Date/Time	Member Responsible

6 ADVANTAGES OF PLANNING

Write on the space below the advantages you gained from careful planning of your home garden.

What other benefits do you anticipate?

BENEFITS GAINED	BENEFITS ANTICIPATED

7 PREPARING A FAMILY PLAN

It is never too soon or too late to plan your family welfare.

No child yet	: If you have not married yet – you have the advantage of preparing a family plan well in advance.
A child or two	: If you already have a child or two you need to plan now to avoid any unplanned pregnancies.
Many children	: If you already have quite a number of children and want to have just one more or no more, then you really need to do family planning.

8 PLANNING YOUR COMPLETED FAMILY SIZE

Even now, think through the decisions you may have to make about your family size.

1. How many children do you want to have and feel you can raise properly? ☐ number of children desired

2. What will be the ideal interval or space between each child? ☐ average number of years between each child

3. What will be the advantage to you? to your wife? to your children?

Advantage to you ______________________

to your wife ______________________

to your children ______________________

> **THINK ABOUT WHAT YOU WILL NEED TO BE ABLE TO CARRY OUT YOUR PLAN.**

9 YOUR CHILDREN'S SEX

Your plans for completed family size will be greatly affected by your preferences as to the sex of your children.

Go through the following questions and you will see why and how.

1. Do you have a preference as to the sex of your first (or your next child?) If so, please indicate ☐ boy ☐ girl
2. If you don't get the sex you wanted in your first child, and didn't get it in the next, what will you do? ____________________
3. If you have had the number of children you wanted, and they were all of one sex, would you still try to have another child in the hope of at least having one child of a different sex? ☐ yes ☐ no

A FINAL DECISION

4. If you should allow yourself another try (one additional child to what you had planned) would you be resigned if this additional child still was of the same sex? ☐ yes ☐ no ☐ not sure

   Would you stop trying and consider your family size completed?
   ☐ stop ☐ try again ☐ not sure

Learn about what you need to do to limit your family size.

The family planning worker in your place will be available to help you carry out your family plan.

10 MAKE PLANNING A HABIT

The considerations you have made in the preceding pages, and similar ones relating to your completed family size, will have to be made continuously over time.

As you make and carry out other plans for and with your family, whether on your garden, your home, your children's schooling, recreation or your business, always **review your family plan**.

The family planning personnel in your area will be very happy to help you with whatever plans you may have about your family size and how to carry this out. They are interested in being of help to you and your plan for your family's welfare.

PAMPHLET

GROW MUSHROOMS FOR ADDITIONAL INCOME

TO THE READER

The continuous rise of food cost is due to increase in oil prices.

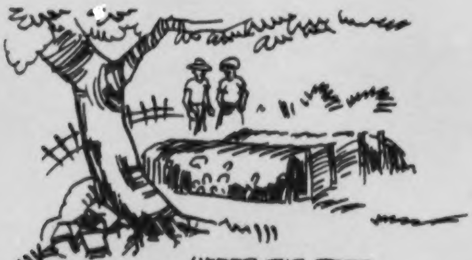
This happens not only in the country but throughout the world. In view of this, we have to think of other ways to have an additional source of income. One of these ways is to plant mushrooms.

In this pamphlet, Grow Mushrooms for Additional Income, can be read the planting and proper care of mushrooms. All the informations here are taken from proven methods and experiences, of different agencies both public and private.

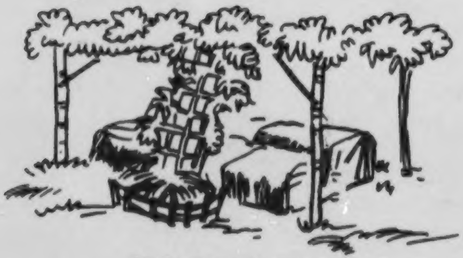
It is hoped that this pamphlet will be helpful to every farmer who has firm belief on his ability and intelligence, his natural diligence and perseverance.

A. Time and Place of Planting

Mushroom can be grown during summer or rainy season. If it is summer, select a place that is similar to this:

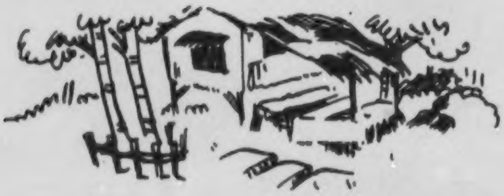


UNDER THE TREE

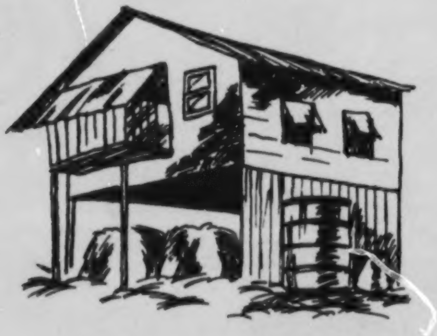


UNDER THE TRELLIS

If it is rainy season, select a place that is shaded and free from rain similar to this:



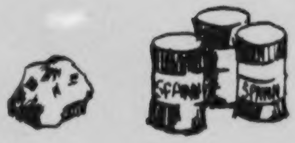
Any part of the yard that is shaded and free from rain, with good drainage.



Under the House

B. Materials in Planting

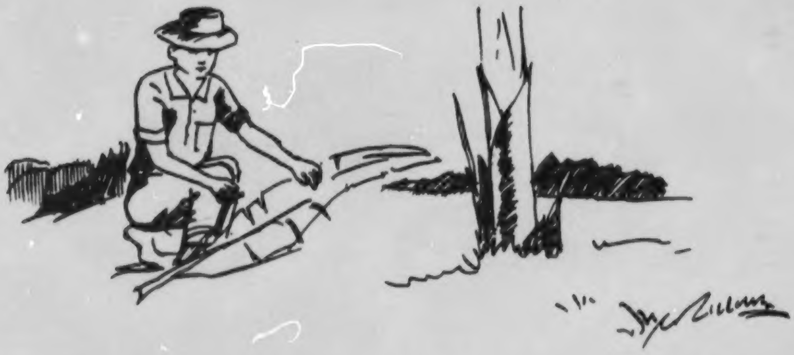
1. Mushroom spawn



Mushroom spawn can be bought in Area C, Sapang Palay, San Jose Del Monte, Pampanga Agricultural Center, Magalang, Pampanga and National Science Development Board in San Fernando, Pampanga.

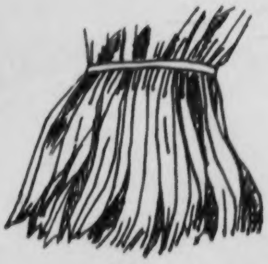
2. Materials for mushroom beds
   a) Dried banana leaves

Cut one foot to one and one-half feet dried banana leaves and bundle it with six feet in diameter.



b) Rice stalks

Dried rice stalks can be used also as mushroom bed. Select dried and a little bit long rice stalks. Soil from its root should not be removed. This helps mushroom grow easily. Bundle the dried rice stalks as big as the thigh or six inches in diameter.

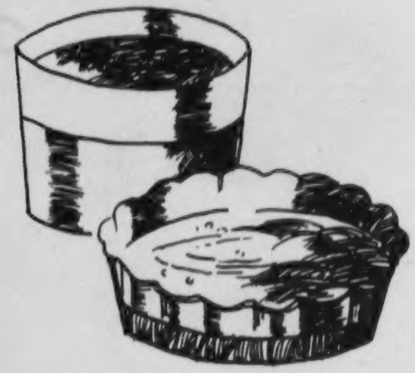


Aside from dried banana leaves and rice stalks, corn stalks, abaca bagasse, cane bagasse, water lily stalks, monggo bagasse, soybean bagasse and jute sack can also be utilized as materials for the mushroom bed.

3. Other materials

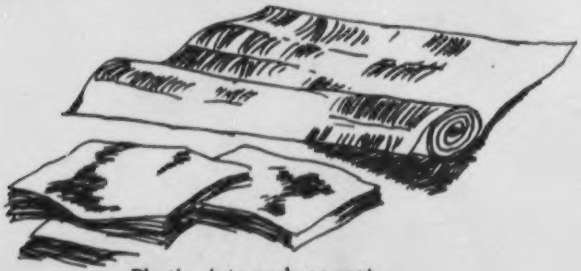
a) Drum or shallow tub

Drum or shallow tub full of water is needed for soaking bundles of dried banana leaves or rice stalks.

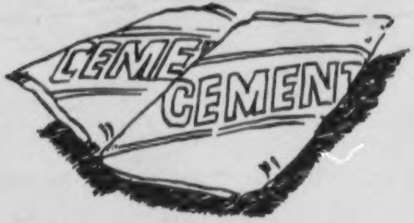


b) Covers

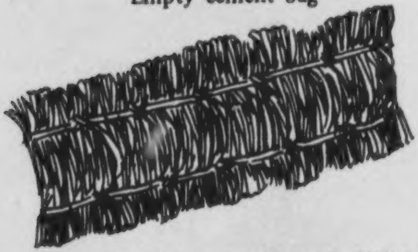
Any of these can be used as cover of mushroom bed:



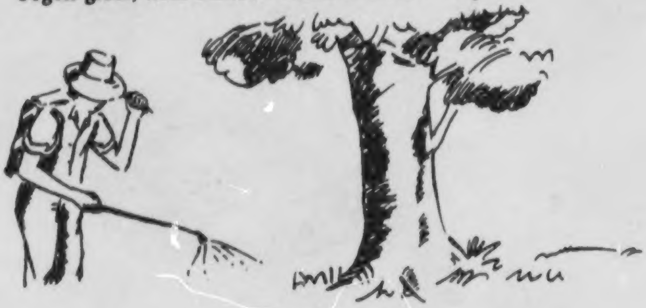
Plastic, jute sack or mat



Empty cement bag



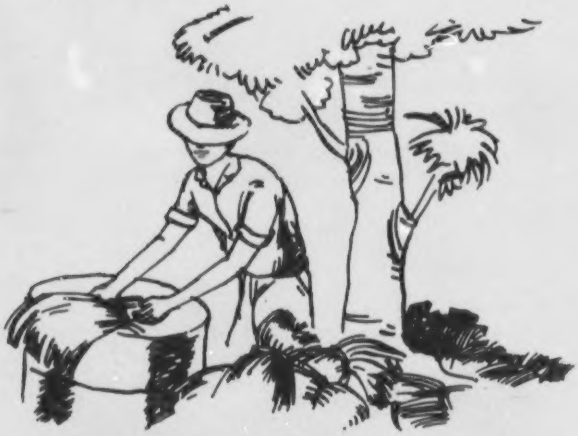
Cogon grass, with bamboo sticks to hold it in place.



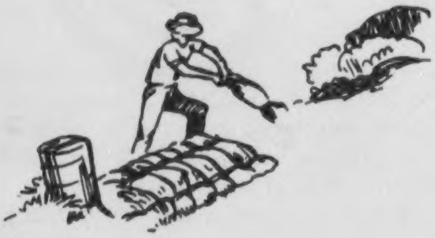
C. **Steps in planting**

1. Select a place that is free from too much heat and rain. Spray insecticide to the place where the mushroom bed will be placed.

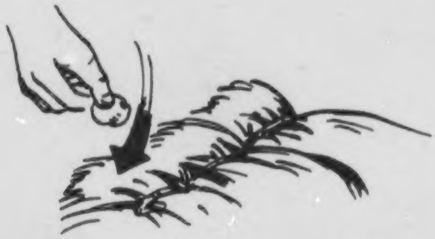
2. Soak in the drum the bundle of dried banana leaves until all parts are wet.



3. Spread evenly on the ground the wet bundles of dried banana leaves or rice stalks. Put another layer on top of banana leaves or rice stalks. Be sure to have all end butts of rice stalks placed at one end. You can have at least six layers. Water well the mushroom bed.



4. Cut a piece of spawn as big as your thumb. Insert the spawn inside the bundle of rice stalks which is six feet away from the end butts. Spacing is observed to ensure healthy growth and good quality mushrooms.



5. After spawning, cover the beds to conserve heat and water. Do not water for the first five days. Start watering on the sixth day until the mushroom appear.

Few harvest of good quality is much better than many mushrooms of poor quality. This will be possible only when the spawns are viable and if the proper amount is used.

Like in a family, if the children are few their basic needs can be easily provided. Therefore, they have greater chances of growing properly, physically and mentally.

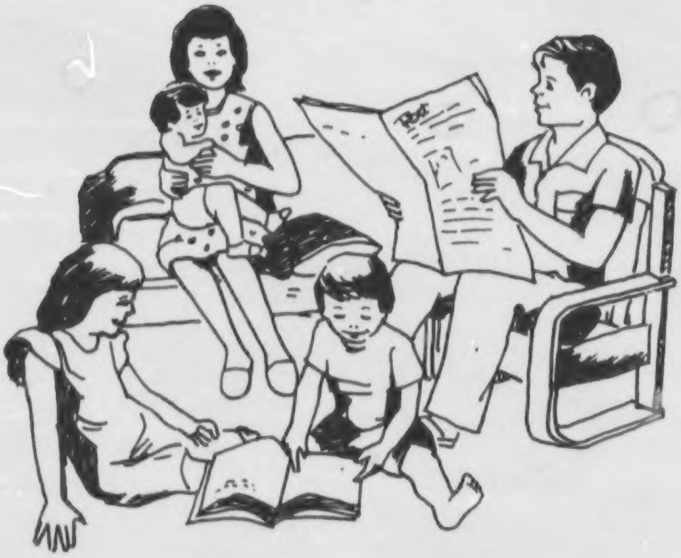
D. Caring for mushroom bed

1. Always cover the mushroom bed in order to maintain the required heat inside it. Cover partially when the mushrooms start to grow.
2. Always keep the mushroom bed wet.
3. If the inside part of the mushroom bed is dry, water it but not too much.
4. Keep the mushroom bed away from the reach of chicken and other animals.
5. If the mushroom bed has insects, spray insecticide around it but not on the mushrooms.

E. Harvesting

Fourteen days after planting, you can harvest the mushroom. In harvesting, be sure to include the roots. Be careful not to touch the other young mushrooms. Mushrooms which are about to sprout are more delicious than mushrooms which are fully matured. Harvesting may last for two to three days after which the bed will rest for 7–10 days. Another crop will then appear ready for harvesting. This manner of reproduction will continue for 4–6 weeks after the bed may be discarded.

Big harvest means big income. This income can be spent for other needs of the family. When the needs of the family are satisfied, the family becomes happy. Happy families make a happy community.



Follow-up materials

There are two radio scripts included under this category of materials described as follows:

a) Script No. 1: The Wind Never Stops Blowing at a Tree with Many Branches (A script on Nutrition)

This script tells of the meeting of two friends after a long separation: Miss 'A' who never got married, and Mrs. 'B' who already has five children. In spite of the passing of so many years, Miss 'A' still looks young and unwrinkled but Mrs. 'B' already looks old, tired and worried. She didn't know why she had always been feeling tired lately until Miss 'A' advised her to see a doctor. The two friends went to see the doctor and the doctor said Mrs. 'B' is definitely on the family way again. "Oh, no, not again" Mrs. 'B' said because her youngest child is only beginning to crawl. At any rate, the doctor gave Mrs. 'B' the necessary advice on how to keep herself healthy and strong while nurturing the baby inside of her. The message of this script is, "Frequent pregnancy adversely affects the mother's health."

b) Script No. 2: A Village Picks Up

This script tells about so many things: scientific farming, nutrition, clean homes and surroundings, vegetable gardening and poultry raising, traditional beliefs about children, family size, family planning, etc., all expertly woven into one radio script. In fact this script summarizes all the important facts, ideas, concepts presented in previous materials. It draws out a very good analogy between plants and children. If the plants are not fertilized, the harvest will be poor. Likewise, if children are not given nutritious food, they become a bunch of malnourished children. It also brings the message that too many children become a big burden to the family.

The sample scripts are given as follows:

SAMPLE OF
FOLLOW-UP MATERIALS

Script No. 1

THE WIND NEVER STOPS BLOWING

SCRIPT ON NUTRITION

Spot Announcement

Man : The wind never stops blowing at a tree with many branches.

Woman : What do you mean by it?

Scene 1: Dialogue between two friends after a long separation

Miss A : Hey, it's really great to see you! It has been ages since we last met.

Mrs. B : We haven't seen each other since finishing school, have we?

Miss A : That's right. By the way, how come you have changed so much? I could hardly recognize you.

Mrs. B : You know, I got married right after schooling. I was against it. But my parents won over, and I had to give up going to college. Actually, there is more in wedlock than it meets the eyes.

Miss A : Don't you think you did the right thing? Look at me. I'm still single. I should have married earlier so that I don't have such a lonely and dreary life. It seems everything has a right time to do it.

Mrs. B : There is nothing to complain about. You still retain the traces of youth on the face. Look, no wrinkles at all.

Miss A : Whatever you may say, it doesn't make sense to me. You have at least the people to live with. How many children do you have?

Mrs. B : You may be able to guess from all the wrinkles on my face. Well, this is what I've got after five children, closely spaced.

Miss A : How nice it is! Doesn't your husband pat you on the shoulder for having given birth to five children?

Mrs. B : I don't even feel the existence of my husband. Feeding these kids is so much of my concern that I have no time to think about him, and much less about myself.

Miss A : How do you manage to feed your babies?

Mrs. B : All breast-fed, of course. It is best for the baby's health.

Miss A : What about you? It is you who need good nutrients more than any others in order to feed the babies.

Mrs. B : With all these kids not properly fed, how can I get my share of good foods?

Miss A : Are they growing up all right?

Mrs. B : Oh no, far from it. If one is sick and up, then another one falls sick, and so on. What a mistake that I threw in my lot with early marriage!

Miss A : Now, I imagine how difficult it would be to manage a family of many children.

Mrs. B : You are still single. You'd better believe my word. I feel as if I were a tree with many branches. The wind never stops blowing at it.

Miss A : Oh, come on. Don't be serious. You have had enough of trouble. And there will be your days, that's for sure.

Mrs. B : What's the use for a woman already down the hill before reaching her prime time.

Miss A : You'll see.

Mrs. B : Yeh, I'll see.

Miss A : Wait! Why are you in such a hurry?

Mrs. B : I'm not feeling well. It's like a symptom of . . .eh. . . I don't know what it is. It is like the kind . . .eh . . I had.

Miss A : You mean it again?

Mrs. B : No, it has yet to be seen. I'm now on the way to the doctor. Good-bye.

Scene 2 : In the clinic of Dr. Antonio

Mrs. B : Good morning, Doctor!

Dr. A : Good morning, Mrs. B. What can I do for you?

Mrs. B : I've come to consult you on something that has been bothering me these past two months. I have been very weak, it makes me feel so slow.

Dr. A : Could it be possible that you're on the family way?

Mrs. B : I'm not certain, Doctor. My period is delayed by two weeks, but it does happen at times.

Dr. A : We can have this confirmed. Why don't you leave me a sample of your urine and I'll perform a pregnancy test on it. Nurse, please give Mrs. B a sterilized bottle, and please prepare the laboratory materials for the pregnancy test.

Nurse : Yes, Doctor I'll attend to that. Mrs. B, please come this way.

The nurse gets the bottle with urine from Mrs. B and says to Mrs. B while going to the laboratory for the test.

Nurse : Would you please come again tomorrow?

Mrs. B : Is it possible to see the result in a few minutes?

Nurse : Sorry, you know the principle of "first come, first served." Look at these people waiting in line.

Mrs. B : Could you give special consideration to my case? If it is to be known in a few hours, I'll stick around here.

Nurse : What makes you so nervous about the test?

Mrs. B : I have a good reason for having to be around until it is known.

Nurse : Sorry, I'll see you tomorrow.

The following morning, Mrs. B is back at Dr. Antonio's clinic. They exchange greetings.

Dr. A : Congratulations! The pregnancy test came out positive!

Mrs. B : Oh no, not again!

Dr. A : Why, I thought you'd be glad! How many have you got by the way?

Mrs. B : I have a large brood. Half a dozen now, including this one. Five children born over a span of seven years. While, my youngest child is just starting to crawl.

Dr. A : Well, that's life. Anyway, let's attend to your complaints. Yesterday you told me that you always feel weak and slow. Could you please tell me something about your food habits – how much food you take and the kinds of food you eat.

Mrs. B : My diet is, and has always been simple. Rice and broth or whatever is left on my children's plates.

Dr. A : So, that's the reason why you're weak and slow in moving. You are undernourished. No wonder you're looking pale. That's not good, especially now that you're pregnant.

Mrs. B : Doctor, what is the medical term for this condition?

Dr. A : It is called malnutrition. It's an illness that usually occurs among children, pregnant and lactating women. It is caused by either a lack or an excess of food.

Mrs. B : How would you know that a child or mother is malnourished?

Dr. A : That's a good question. But first, let me tell you that there are many forms of malnutrition and these different forms have different symptoms. You can tell if a child is malnourished by his/her weight. Do you know anything about "Operation Timbang?"

Mrs. B : I've heard about it. But I need to know more.

Dr. A : Well, it may be better to hear from one of our nutrition workers.

Nutrition Worker : "Operation Timbang" is one of the nutrition programmes in the village to identify malnourished children and to provide them with necessary nutrients. The nutrition worker weighs the child and compares his/her weight to a table showing the expected weights of children by age. The seriousness of the malnutrition is known by how far the child's actual weight is from this set of expected weights. Then, cards of different colours are given which indicate the degree of the seriousness of malnutrition. On the basis of the cards given, necessary actions are suggested to recover them from the status of malnutrition.

Dr. A : Now, you see that with Operation Timbang, you can tell if a child is malnourished or not. One other method is by looking for certain symptoms in the child. A malnourished child would have loose skin folds in his arms, thighs and buttocks. His face looks like an old man's face and his stomach swollen. His hair is thin and falling. The child looks stout but his weight low for his age. Among pregnant women, the usual symptom is general weakness.

Mrs. B : Are there any bad effects of malnutrition?

Dr A. : Oh, yes, surely. Malnourished children are smaller than children who have not suffered from malnutrition. Also, they usually show low performance in school and drop out from school. Other effects include continuous loss of weight and easily affected by infection like diarrhoea and pneumonia. Among pregnant and lactating women, poor nutrition results in poor body condition and health. Malnourished pregnant mothers give birth to underweight babies, who are easily affected by infection, which is a cause of increased deaths among infants. Among other adults, malnutrition affects their work – their ability to do physical activity is lessened.

Mrs. B : Now, I see why my children are smaller and underweight for their ages, and they perform poorly in school.

Dr. A : That is the reason why it is important that you learn how to plan simple nutritious meals. For example, you need not always serve meat to provide the protein needed by the body. They can be substituted with beans and nuts. Leafy vegetables are also very rich in nutrients. Meals should have protein – rich foods like fish, meat, poultry, fruits and vegetables to provide them with the necessary nutrients so they are not easily affected by illness.

Mrs. B : Now I see. But with all the knowledge of nutrition, though, there is not much I can do for my kids in my situation. Knowing is one thing and doing is quite another.

Dr. A : Your saying gives us a good lesson that all people must bear in mind. The importance of meal planning can never be overemphasized. But it cannot be done in separation from the size of family. Nutrition planning and family planning should go hand in hand.

Population education in non-formal education programmes

Script No. 2

A VILLAGE PICKS UP

"A Village Picks Up"
(A Radio Script)

Follow-Up Material

Characters:

Mang Tonyo : Farmer, 35 years old
Aling Nena : Mother, 32 years old
Lita : Daughter, 7 years old
Mr. Cruz : Farm Management Technician
Miss Cera : School Teacher
Mrs. Mendoza : Home Management Technician
Barangay Captain : Chief-Head of the Village
Narrator

1. *Signature Music* : Up and Slowly Fade To:
2. *Narrator* : Unesco in co-operation with the Ministry of Education and Culture presents "The Village Picks Up" a programme for the villagers.
3. *Signature Music* : Up and Fade To:
4. *Narrator* : Today, we bring you back to San Antonio, a village in Pila, Laguna. Here's Mr. Sison, a farm management technician of the area.
5. *Mr. Cruz* : Hello there! Mang Tonyo! (off mike)
6. *FX* : Wading on rice paddies up and under.
7. *Mang Tonyo* : Hey! Mr. Cruz! Haven't seen you since planting time! How are you?
8. *FX* : Slowly Fade Out -
9. *Mr. Cruz* : Fine, thank you. Mang Tonyo, it seems you'll have a good harvest this season.
10. *Mang Tonyo* : I think so, too. Look at the rice stalks. They're heavy with grains. Thank God! We're not having typhoons this year.
11. *Mr. Cruz* : You have planted a new variety this season, haven't you?
12. *Mang Tonyo* : Yes, you recommended that to us. It's a good variety. Very resistant to plant diseases. The farmer in this area owes you a lot.

13. *Mr. Cruz* : Oh, I'm glad to help! Did you use the new fertilizer and pesticides we've recommended?

14. *Mang Tonyo* : Oh yes! And I always go to your office for consultation once in a while.

15. *Mr. Cruz* : So you've heard about the meeting tonight?

16. *Mang Tonyo* : Yes, Mr. Cruz. My daughter told me the other day about it.

17. *Mr. Cruz* : See you, at the Village Hall tonight, then. Good-bye!

18. *Mang Tonyo* : Good-bye, Mr. Cruz. Thank you for calling.

19. *Music Bridge* : Up and Fade To:

20. *Mang Tonyo* : Nice to be home after a day's work in the farm. (off mike) Lita! Lita! Oh there you are! Been waiting long for me, darling!

21. *Lita* : Good evening, Father! Mother is waiting for you. Dinner is ready.

22. *Mang Tonyo* : Good! I'm so hungry I can eat a whole cow.

23. *Lita* : You're kidding again, Father! Do change your farm clothes. I'll tell Mother you're here.

24. *FX* : Clattering of kitchen utensil up and fade to:

25. *Mang Tonyo* : Oh, something smells good! Are we having broiled fish tonight?

26. *Aling Nena* : Yes, broiled fish and sauteed vegetables. Come, let's eat while the food is still hot.

27. *Mang Tonyo* : Hum! And so we've got some vegetable salad, too. Nice meal for a working man.

28. *Aling Nena* : And good for an expectant mother, too.

29. *Lita* : Father, Mother says I can't have two bananas tonight! She said, bananas are too expensive.

30. *Mang Tonyo* : Nonsense, my darling. You'll get my share. Right?

31. *Aling Nena* : No, no! Everybody will get his share. I've budgeted everything.

32. *Mang Tonyo* : See, Lita. We can't win. Mother is an expert. She budgets our money, food and everything. Hope you grow up like her, hum!

33. *Lita* : I shall be like Mother. I helped her prepare dinner, and I set the table.

34. *Aling Nena* : She'll grow up to be a good housekeeper.

35. *Mang Tonyo* : Like Mom, of course! Housekeeping is never a chore for her. She doesn't get tired.

36. *FX* : Clattering of plates and spoons. Up and Fade to.

37. *Mang Tonyo* : Hurry up, Lita! Don't be fussy with your food.

38. *Aling Nena* : And you've got to finish your homework, yet.

39. *Lita* : But, do I have to eat this vegetable salad, too?

40. *Aling Nena* : Of course, darling! You need vegetables and fruits. You're still growing.

41. *Mang Tonyo* : Pass the salad, please! See, Lita I need a lot of vegetables, too, because I'm a working man. I burn a lot of my calories while working on the farm.

42. *Music Bridge* : Up and Fade To:

43. *Lita* : Mother, could I bring my doll to school, tomorrow?

44. *Aling Nena* : What for, Lita?

45. *Lita* : We're putting up a sand table of a family in school. I promised to dress my doll as mother.

46. *Mang Tonyo* : And how many children, should your family have?

47. *Lita* : We're putting up a family of five only. Three children.

48. *Mang Tonyo* : And why three children only Lita?

49. *Lita* : Our sand table is small. It can't hold more than five members.

50. *Mang Tonyo* : And you don't want it crowded? Are you putting up a house, too?

51. *Lita* : Yes, Father. Complete with a vegetable garden and a chicken coop.

52. *Mang Tonyo* : Good! The school is giving you a good start. Think so, too, Mother?

53. *Aling Nena* : Ha! Ha! Ha! The school is giving you an idea. This must be our last baby.

54. *Mang Tonyo* : Because, we've already got three? Is that it? Okay then, we'll have only three – happy, healthy and well-disciplined children.

Oh no, is it seven o'clock already?

55. *Aling Nena* : Are you going out?

56. *Mang Tonyo* : Yes, remember Mr. Cruz? He came to see me this afternoon. He reminded me of the meeting at the barangay hall.

57. *Music Bridge* : Up and Fade to:

58. *FX Crowd* : Men in a Hall, Up and Under

59. *Barangay Captain* : Good evening, friends! Crowd – Out.
Hope we'll enjoy our evening together. We'll have some sharing of experiences and ideas tonight. Mr. Cruz, our farm management technician, Miss Cera, our head teacher and Mrs. Mendoza, our home management technician are here.

60. *FX* : Applause up and fade to:

61. *Miss Cera* : Good evening, friends! Have you read the papers, today? There's an item there about the boat people. Do you know that 25 per cent of the people in the boat were children?

62. *FX* : Crowd Up and Under

63. *Men's Voice* : To this boat people, children are God's gifts.

64. *Miss Cera* : You're right! To them and to many of us gathered here, children are God's gift. They are security during old age and children bring luck.

65. *Barangay Captain* : Don't you believe in that, Miss Cera? They're God's gift?

66. *Miss Cera* : Of course, they are. And as they are God's gift we've got a responsibility. We've got to love and care for them. Feed and clothe them properly. But when we got too many in the family, can we give them the best?

67. *FX* : Murmuring from the crowd up and fade to:

68. *Miss Cera* : You do agree with me, don't you? And perhaps when we think of children as security in our old age, we'll plan a big family.

69. *FX* : Laughter up and slowly fade out.

70. *Miss Cera* : They bring luck, too, some say. That isn't always true.

71. *Barangay Captain* : Miss Cera, I think that's food for thought. That must be one of the reasons why some of us do not see the beauty of planning a family. Right?
Yes, yes, Mrs. Mendoza!

72. *Mrs. Mendoza* : Thank you Captain! With the cost of living today, can we give the best to our children, when we have so many of them? Yes, Mang Tonyo!

73. *Mang Tonyo* : We've got to work to the bones. And we should think of our health, too. What happens to our family if we get sick?

74. *FX* : Crowd – Murmurs up and fade.

75. *Mrs. Mendoza* : That's right, Mang Tonyo. Sometimes we neglect the fact that we too should be taken care of. We need food love and care ourselves. Yes, sir!

76. *Man's Voice* : And we neglect ourselves, because we only think of our children. We believe they are our investments.

77. *Mrs. Mendoza* : Our security, our investment and we are often wrong when children grow up. They too have a life to live!

78. *FX Crowd* : Agreeing Up and Under

79. *Barangay Captain* : Shall we think of children as our helpers in the farm? Yes, Mr. Cruz.

80. *Mr. Cruz* : And do we all realize that our farms do not grow like our children? Our rice field does not increase in size. Yes, Captain.

81. *Barangay Captain* : Yes, but through the help of our farm technicians, we increase our yield.

82. *Mr. Cruz* : You're right, there. But, don't you think Captain, that the share becomes smaller for each member as the size of the family increases? Yes, Mang Tonyo?

83. *Mang Tonyo* : Mr. Cruz, I think you've got something there. We got a little gain from our small poultry but now that my wife is on the family way, we were not able to save a part of what we've gained. We had to prepare for his coming. We had to buy clothes and new things for the new baby.

84. *FX* : Men laughing Up and Fade To.

85. *Mr. Cruz* : Mang Tonyo is right. Sometimes we reduce fertilizer for our rice fields in our desire to give the best to our children.

86. *Mrs. Teresa* : And often not the best. We do our best to give them the basic necessities only.

87. *Barangay Captain* : Taking care of our children is harder than taking care of our farms. You don't only feed children, you give them the food that will make them healthy and intelligent.

88. *Mrs. Teresa* : You're right Captain. If you don't fertilize your farm during a season, then your harvest is poor for that particular season. If you don't give your children the nutritious food needed, then you take care of a bunch of malnourished children through all the seasons.

89. *FX* : Crowd laughing – Up and fade to under.

90. *Barangay Captain* : Well, friends, I think we had a wonderful evening together. Shall we meet more often?

91. *FX Crowd* : And share experiences and talk about added member of the family.

92. *Barangay Captain* : Oh no! I think we'll plan our family as we plan for the next planting season. Yes, Mang Tonyo.

93. *Mang Tonyo* : I have already made my plans; so how about you fellows.

94. *FX* : Crowd – Applause Up and Under

95. *Narrator* : You've just heard the village people of San Antonio, as they aired their views. Till next time then, good day to you all.

96. *Signature Music* : Up and Slowly Fade Out.

CHAPTER FIVE

PROGRAMME EVALUATION

This chapter is divided into two parts. The first part discusses the concept and principles of evaluation. The second part presents examples of evaluation instruments used at various stages in the life of an out-of-school population education programme.

Evaluation can be defined in several ways. In its broadest sense, the term evaluation is defined as a systematic assessment of the value or worth of something. This something could be a programme or a segment of a programme, a technique or strategy used in field work, educational materials or a situation prevalent in a particular community or village.

In educational parlance, the word evaluation is defined as "the collection and use of information to make decisions about an educational programme."[1]

To a field worker, evaluation connotes determining the value or merit of his teaching-learning activities. Answers to queries like the following are what the field worker seeks when he conducts an evaluation. Did I accomplish the anticipated results or objectives? Did I employ the most efficient strategies to meet the objectives? Can the work be further improved given the same amount of input?

Importance of evaluation

Evaluation gives evidence on the magnitude of progress or accomplishment. Without the benefit of evaluation, a field worker is unable to determine how well the programme has fared in the achievement of its goals.

Evaluation also serves as the basis for the improvement of the way field activities are carried out. Regular reviews of programme activities to determine progress in the field makes possible the revision or adjustment of teaching-learning strategies and field operations to suit the ever-changing situation.

Since the main aim or objective of out-of-school population education programmes is to bring about changes in people's behaviour, evaluation as a tool can determine the degree of change that has taken place in the exposed population's behaviour. Evaluation is thus also an effort at discovering whether certain activities have led to desired effects or outcomes.

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[1] Cronbach, Lee. "Course improvement through evaluation," *Teachers College Record* 64(8): 672, 1963.

What do we evaluate?

Effort, effect, adequacy, efficiency and process are the five major aspects of a programme that must be assessed in order to ascertain its success or failure.[2]

When programme workers evaluate effort, they try to measure the quantity as well as the quality of available resources. This type of evaluation is called *input evaluation.*[3] It involves an accounting or taking an inventory of all available resources, both human and material (personnel, money, educational tools, methods or techniques), and of the activities generated by these resources. The number of qualified personnel, the logistics required for programme operation, the number of educational materials distributed to the target audience, the kind and number of activities conducted, and the like are some of the features considered in input evaluation. Evaluation Instrument Number 1 is an example of an input evaluation form.

In evaluating effect, the main concern is to measure the results or the outcomes of the efforts made in terms of intended objectives. In other words, programme evaluators want to know the extent to which their objectives have been accomplished. This type of evaluation is sometimes referred to *as impact or outcome evaluation.* A sample outcome evaluation form is given as Evaluation Instrument Number 2.

In evaluating adequacy, the effectiveness of the programme in relation to the population it is intended to serve is determined. This type of evaluation is otherwise known as potency effectiveness.[4] A method of measuring adequacy has been suggested by Suchman.[5] An index of adequacy can be computed by multiplying the rate of effectiveness by the number of people exposed to the programme. The rate of effectiveness is defined as the proportion of the target population that has been reached by the programme. For example, if an out-of-school population education programme operating in a particular village reaches 100 out of a total of 1,000 out-of-school youths, the rate of effectiveness of the programme is 10 per cent. In as much as only 100 out-of-school youths were covered, the programme effects or impact will actually be felt by only 10 persons. To make the index meaningful, it is suggested that it should be compared with a pre-determined level of satisfaction (Roberto, 1975). Evaluation Instrument Number 3 is an adequacy evaluation form. It can include more information such as the type of the learner group, and the like.

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[2] Buchman, Edward A. *Evaluation research: principles and practices in public service and social action programmes.* New York, Russell Sage Foundation, 1967.

[3] Caro, Francis G. *Reading in evaluation research.* New York, Russell Sage Foundation, 1971.

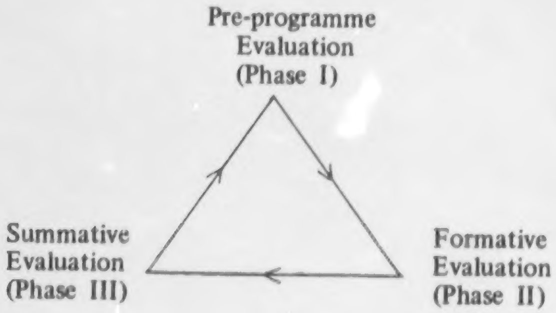
[4] Roberto, Eduardo and others, "Evaluating family planning programme effectiveness and efficiency." *Studies in family planning.* New York, Population Council, 1975.

[5] Suchman, *op. cit.*

In evaluating efficiency, programme administrators make a cost-benefit analysis whenever possible, that is, they study the benefits derived from the educational activity in relation to the costing of all programme activities. Thus, it is sometimes called *realized effectiveness.* A limitation of this type of analysis is the difficulty in quantifying outcomes. It is, therefore, generally suggested that cost-benefit analysis should be confined to programmes which are expected to result in quantifiable gains or benefits. [6]

In process evaluation, the evaluator is interested to know how and why a programme works or does not work, or how the different programme inputs can be manipulated to arrive at desired results.

In addition to the development of clear understanding about the conceptual framework of evaluation, the field worker should also keep in mind that evaluation is a continuous process which begins even before the institution of a programme and has no end for as long as the programme is existent. Schematically, the process of evaluation may be viewed as: [7]


Pre-programme Evaluation (Phase I)
Formative Evaluation (Phase II)
Summative Evaluation (Phase III)

Formative evaluation, sometimes called in-programme evaluation concentrates on the design and operational components of the programme with the end in view of gathering data for assessment and effecting improvements. In the typology discussed earlier, formative evaluation would constitute input, potency effectiveness, realized effectiveness and process evaluation. On the other hand, summative evaluation or post-programme evaluation is the equivalent of outcome, impact or effect evaluation.

Who should conduct evaluation

In general, educational programmes are evaluated following any or a combination of the following approaches: [8]

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[6] Hamblin, A.C. *Evaluation and control of training.* London. McGraw Hill Book Company, 1974.

[7] Unesco. A source book . . . *op. cit.,* p. 99.

[8] Ibid.

a) Self-evaluation by those participating in the programme;
b) Regular monitoring and evaluation of programmes by the programming agency itself;
c) Evaluation by outside evaluators, with given terms of reference; and
d) Follow-up studies of those who have participated in the programme.

In population education programmes, approaches a, b, and c are used singly and at times in combination with one another to arrive at a more effective assessment. Empirical evidence has shown that total dependence on either internal or external evaluation fails to study the programme in its entirety. On the one hand, insiders one way or the other overlook a few details. On the other extreme, outsiders alone may fail to perceive some local socio-cultural factors that influence programme outputs, more especially when the evaluator is not a national.

It is suggested that process evaluation be carried out by programme personnel which should include staff members from all levels, and impact evaluation be done by non-programme personnel.

How do we evaluate?

Salient features of the evaluation process as described fully and comprehensively by Byrn are presented hereafter for the guidance of field workers who will conduct evaluation.[9]

1. Identification of programme goals and objectives

The first step in the evaluation process is the identification of programme goals and objectives. What are we expected to produce at the end of a programme activity?

Very often, field workers find it difficult to make an evaluation of any teaching endeavour simply because he does not know what the teaching activity is intended for. Sometimes, programmes are formulated and implemented without definite and specific objectives. Teaching techniques are selected and used without thinking of what they are supposed to achieve.

The programme objectives to be evaluated properly must be stated in behavioural terms. The changes in the behaviour of people such as changes in what they know, what they believe in, perception of things, attitudes, and so forth are the outcomes all field workers are interested in. It is to these changes in behaviour that all their efforts are directed at. To determine whether or not these pre-determined changes take place is what evaluation is all about.

2. Examine programme activities and implementation procedures

When conducting an evaluation, it is imperative that the evaluator knows not only the programme objectives or activity-specific objectives but also the activities and the manner of execution of these activities to help the learners achieve the programme objectives. Evaluation is not confined to the assessment of the results of the teaching-learning activity; it also involves an examination of the means adopted to reach the end. In reviewing programme activities and procedures, the field worker is better equipped to determine where he failed.

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[9] Sabroskey, *op. cit.*

3. Indicators of expected outcomes

After defining the objectives for evaluation and examination of activities to be executed, the next step is to determine the indicators which will reveal if the programme objectives have been achieved.

There are two types of indicators that field workers can use in evaluation. One type is in terms of the number and kind of home visits made by the field worker, teaching methods and materials used, activities carried out, number of people reached through meetings and the like. This type of indicators show that the field worker has done something to bring about change in people. It also gives one an idea of the number of people covered by the teaching-learning activity. This type of indicator generally helps in making quantitative assessment of the success or failure of the programme inputs and outputs in terms of human and material resources, and its coverage.

The second type of indicators are those related to the behaviour of people. These indicators help determine the extent of change taken place in people's knowledge, attitudes, skills, understandings, values, beliefs, habits and practices as a result of the programme activities. These indicators of change when identified and measured can tell us the amount, degree or magnitude of change. For example, what would be the indicator that a mother has acquired knowledge about family planning, breast-feeding and child-spacing, etc.? If, as a result of participation in the programme, she is able to name the methods, describe how each of the methods are used and perhaps give advantages of one method over the others, then the evaluator can say that the programme has helped to develop change in the knowledge of a mother about family planning methods. A partial list of this type of indicators is given in Chapter Two of the Manual.

While the first type of indicator is simple and easy it is suggested that the second type of indicator be determined when making an evaluation, because the quality of desirable change in the behaviour of the learners cannot be measured in the former.

4. Data collection

The fourth step in the evaluation process is the collection of desired information – information that will reveal the success or failure of the teaching-learning activity. In the collection of data, there are two important things we have to bear in mind, namely: (a) the source of information, and (b) the method of collecting the data.

a) Sources of data

Sources of data are categorized into primary and secondary. Primary sources include original documents such as survey instruments, the first reporting of facts, the first lumping of data. Secondary sources bring together facts from primary sources. Our main interest here is in primary sources since only those people whom the programme activity tried to reach can provide proof of programme success or failure. A review of the learning activity and methods utilized for implementation can guide the field worker define correctly the exposed population. It is very important that the field worker define correctly the exposed population; otherwise, his evaluation will be biased and unreliable.

b) Data collection methods

i) *Sampling*

There are times when the field worker reaches or teaches a great number of people. To collect data from all these people would be tedious and cumbersome. In such cases, it is suggested that information be gathered from a portion of the people taught. This procedure is called sampling. Sampling, when not executed properly can introduce bias on the data and distort results.

The size of the exposed population indicates the need for sampling. If the whole population can be reached and studied within a reasonable time period at a minimum expense, then sampling is not necessary. Otherwise, sampling should be resorted to. When a sample is drawn, one must bear in mind that the sample must be representative of the entire exposed population.

There are a number of ways through which a representative sample can be obtained but in out-of-school educational evaluation work, the random sampling techniques wherein every single individual is given an equal opportunity to be drawn or selected, has proved very effective. Of the several random sampling techniques used in evaluation, the most convenient and common is list sampling. This technique requires that a list of all the names of the members of the population is prepared and these names are numbered consecutively. To draw a random sample from this list would be to select every 'nth' name. For example, if one-fifth of the whole population is needed as sample, then every fifth name is chosen; if one-tenth, every tenth name. To determine the starting point, a number from 1 to 10 is likewise selected at random. If the random starting number is 4, and the selection is every tenth name, the number to be picked from the list following 4 should be 14, followed by 24, 34, 44, and so forth.

ii) *Data collection techniques*

When the source of information has been determined, a decision has to be made on the method of collecting information. There are several methods available to the field worker and these are as follows:

1. *Personal interview questionnaire or schedule.* Respondents are asked to answer questions, and their responses are recorded by the interviewers.

The advantages of this method over the others include (a) the opportunity afforded to interviewers to observe and study situations and conditions since they talk directly with people and elicit their reactions to the programme, (b) relatively high response rates, and (c) interviewers are able to clarify questions to the respondents.

The limitations include (a) the method requires a lot of time and money to conduct personal interviews, especially when the sample is large, (b) good enumerators are difficult to find and unless they are very well-trained and supervised, data recording may be inaccurate and incomplete.

2. *Distributed questionnaires or checklists.* The questionnaire is handed over to the respondents, individually or in groups, immediately following a teaching-learning activity. The respondent after completing the questionnaire, hand it back to the person conducting the evaluation.

The most important advantages of this method are the relatively low cost involved and easy administration and completion. Also, the questions have a definite relation to specified activity objectives.

Limitations of the method include (a) objective assessment may be reduced since the respondents are participants of the activity being evaluated, (b) participants may not be typical of the target population in the area, (c) topics covered in the questionnaire are limited in scope.

3. *Group interviews.* The questionnaire is presented to a group of people assembled in a place. Each person in the group records his answers to each question read.

The advantages and disadvantages of this method are similar to those of the individually distributed questionnaires.

4. *Case studies.* The evaluator follows the development of a project or activity, making a listing of day-to-day events.

Case studies are time-consuming and very limited in scope as well as number of cases. Thus generalizations cannot be made. In spite of its weaknesses, it has its good points. Case studies give concreteness and authenticity to problems and solutions. They bring out the problems as they arise and show how the problems were solved and how the mistakes were made. They afford the opportunity for detailed study of processes and discover its strengths and weaknesses. They also show how decisions are made and the importance of timing.

5. *Systematic observation procedure.* This method is used during visits to homes, farms and factories. Observation of practices which have been recommended for the area are made and systematically recorded.

Advantages of the method include (a) since the worker knows the recommended practices, he can accurately record the extent to which the practices are adopted, (b) the evaluator gets first hand information, and (c) the development is documented.

A few of the limitations are (a) the tendency of evaluators to be subjective in their judgements and (b) the method is costly and, therefore, impractical when much information needs to be collected.

6. *Mailed questionnaire.* A questionnaire is sent to each of the respondents who return the accomplished questionnaires by mail.

Mailed questionnaires are useful when (a) trying to cover respondents from a wide geographical distance and (b) reaching a relatively uniform and fairly well-educated group. Mailed questionnaires are very easy, quick and the least expensive of all techniques of data collection.

However, mailed questionnaires are limited in scope because they have to be short. They are not suitable when the literacy level of respondents is quite low. There is very little control on the completeness of answers thus, response rate is often very low. Moreover, those who return accomplished questionnaires may not be representative of the total respondents.

iii) *Behavioural change measuring devices*

A proof of educational success is one that reveals whether or not learning has occurred or anticipated desirable changes in behaviour have taken place. The following are samples of measuring devices intended to gauge behavioural changes.

1. A knowledge test which measures the amount of information a person knows.
2. An understanding test which determines the degree of comprehension or how well a person can apply certain acquired knowledge or principles.
3. Skill or performance ratings which determine the degree to which a skill has been acquired or the kind or number of skills acquired.
4. An attitude test which determines people's attitudes or feelings regarding certain issues.
5. Value scales which determine the value people attach to things. People's actions are guided by what they think are right or wrong, good or bad, important or unimportant, desirable or undesirable.
6. Interest check which reveal people's preferences, likes and dislikes, interests, etc.
7. Adoption of practices which may serve as a proof of knowledge, skill or attitude change.

The person responsible for developing measuring devices should bear in mind that the questions should be worded simply, clearly and carefully in order to avoid ambiguity and at the same time obtain valid and reliable data. The questions should be related to the objectives of the evaluation and avoid giving any clue or hint as to the answers desired. The general principle of one question one idea should be observed. Prior to the finalization of the measuring device, the questions should be pre-tested in order to assure validity, reliability, and logical sequencing of the questions.

iv) *Criteria for the selection of data collection methods*

In choosing the data collection technique to use, the field worker must be guided by the following factors:

1. The objectives of the evaluation study;
2. The type of measuring device to be used in gathering information;
3. The respondents or sources of information;
4. The resources available for the purpose;
5. The advantages and limitations of each method.

For example, while it has been shown that the mailed questionnaire is the simplest and least expensive of all the techniques, results may be unreliable especially when the level of literacy is quite low. Furthermore, mailed questionnaires are often not returned. The personal interview is more expensive relative to the other techniques, but the information collected using this method is relatively more reliable. The group interview is less expensive but the results are biased because group participants tend to give the same answers.

Taking into consideration the above-mentioned advantages and disadvantages of the different methods, the constraints of time and budget, the workload and schedule of field workers, it might be suggested that data collection be made by personal interview or distributed questionnaires either individually or collectively.

5. Analysis and interpretation of data

The last step in the evaluation process is the analysis and interpretation of data collected.

Information collected through surveys has no use unless classified and condensed in some form or another. It is impossible to interpret a mass of data in its raw form. A number, say the income of one respondent may easily be compared with another figure, but one may not readily compare a set of, say 30 numbers with another set of 30. Something needs to be done to reduce the mass of data to allow easy and meaningful interpretation.

Take the example of data on income. Let us assume that a survey was conducted on 50 respondents. It is obvious that considerable time and painstaking effort will be required to be able to say something about the income distribution of the sample interviewed. Evidently, some sort of condensation or arrangement of the raw data is called for.

Data may be presented as individual scores or they may be grouped into arbitrarily defined classes or categories. The number of observations or respondents falling under a certain class or category is called a *class frequency* Although class frequencies can described the distribution of respondents according to some characteristic like income, it is a practice to convert the frequencies to percentages for easy analysis and interpretation.

Sometimes, it is desired to describe the characteristic of a group of respondents with a single summary measure. For example, we may want to know the average number of children of the group. In such cases, we compute the simple *arithmetic mean.* It consists of adding all the responses obtained on the number of children and then divided by the total number of respondents.

When analysing the data, the evaluator should examine them with questions like the following in mind:

a) Are these proportions (percentages) high, low, expected or unexpected?

b) What explanations could be given for the high/low percentages?

The foregoing section has concentrated on evaluation of programme impact – its determination, analysis and interpretation. The following section will present a few important guidelines for evaluating curricular materials, an equally important aspect in the realm of educational evaluation.

Educational materials should be subjected to continuous review by subject specialists, field workers and learners. The learners' assessment of educational materials is very essential. After all, they would be the best critics of whether the materials are appropriate for them and pertinent to their needs.

It has generally been recommended that the quality of curriculum materials be assessed with respect to the following: [10]

a) Relevance and likely contribution to the achievement of programme objectives;

b) Suitability for the age, ability and experience of the learners;

c) Relevance to the needs of learners; and

d) Sequencing and their fit into the rest of the curriculum.

Evaluation Instruments Numbers 4, 5, 6, and 7 are sample instruments for evaluating posters; leaflets, pamphlets, booklets and modules; comic books and radio script, respectively.

When do we evaluate?

Evaluation should be carried out before, during and after a teaching activity. Pre-activity evaluation provides baseline information on knowledge, attitudes, skills, etc. of the learners. Evaluation Instruments Numbers 8, 9, 10, 11, and 12 are all examples of baseline survey instruments. Pre-activity evaluation is useful because they provide information on what the learner's needs are, what their strengths and weaknesses are with regards to the subject under study. It tells the field workers the areas to emphasize and what not to emphasize. It also becomes useful when an evaluation is made at the termination of the activity, when we try to attribute the amount of change in the learners' behaviour to programme efforts.

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[10] Unesco ROEAO. Manual on evaluation .... *op. cit.,* p. 13.

Evaluation of an ongoing programme is, likewise, necessary to find out how the programme is progressing. Is it being executed as envisioned? Are there any loopholes in the programme? What problems have been encountered, what solutions have been suggested and actions taken to attain the programme objectives?

Post-activity evaluation will determine whether programme objectives have been attained, and whether the learners manifest some measurable gains in knowledge, attitudes and skills. Tests administered before the activity started could be re-administered to ascertain the amount of change that has taken place in the learner.

Sample evaluation instruments

Evaluation Instruments 1 through 3 are specimens of office forms that programme personnel can use in evaluating the aspects of input, outcome and adequacy, respectively.

Evaluation Instruments 4 through 7 are questionnaires intended to assess curriculum materials in terms of their validity, attraction, comprehension and acceptability. Socio-economic-demographic characteristics are also obtained to guide the field workers in their assessment. For example, variations in comprehension and acceptability may be explained by differences in sex, age, education and so on.

Evaluation Instrument 8 is a baseline survey form for administration to learners who have attained a certain level of reading and writing ability. It may also be used with the illiterate or with those who have not attained the required level of literacy by using a mode of instruction in which the instructor or field worker reads out the items to the learners individually, and writes on the survey questionnaire the responses made by each learner.

Evaluation Instrument 9 contains a number of sample items to constitute an instrument especially intended to assess knowledge of the target audience about population education concepts. Responses could be elicited directly or through the instructor or field worker as described for Evaluation Instrument 8.

Evaluation Instrument 10 is an instrument designed to elicit information on the learner's values and attitudes on population and related topics. It may be administered directly or through the instructor or field worker.

Evaluation Instrument 11 is a test on reading and writing. It is designed to ascertain the level of comprehension of the target audience. Like the other three instruments, the test could be administered to the target audience by reading to them the story, asking them to answer the questions, and the recording of responses being done by the field worker administering the test.

Evaluation Instrument 12 consists of sample illustrations that can be included in a visual perception test. In preparing the instruments, a decision about what concepts to present through visuals has to be made. Depending on the nature of the concepts, a set of picture cards is prepared and arranged in sequence. The cards are presented individually to a sample audience and responses on understanding and comprehension of the main idea presented are recorded in a especially-prepared form. A sample data collection sheet for this kind of test accompanies the Evaluation Instrument.

Evaluation Instruments 1, 2 and 8 through 12 have been adapted from the *Manual on evaluation in population education,* prepared by Unesco ROEAP, Bangkok, Thailand, 1979.

Similarly, Evaluation Instruments 4 through 7 have been adapted from the Report of a Unesco Regional Workshop on Development of Curricular Materials Integrating Population Education in Non-Formal Education Programmes, held at the University of the Philippines in Los Banos, Laguna, Philippines from 3-21 November 1980.

Evaluation Instrument Number 1

Daily/Weekly/Monthly Activities Report Form

Name of the village: ______________________________

Address: ______________________________

Date and time of arrival: ______________________________

Date and time of departure: ______________________________

Purpose of visit: ______________________________

Description of learner's group: ______________________________

Size of learner's group: ______________________________

Subject matter discussed: ______________________________

Materials and methods used: ______________________________

Materials distributed/services provided: ______________________________

____

Resource person(s) employed, if any: ______________________________

Activities carried out during the teaching/learning sessions:

____

____

____

____

Follow-up activities:

____

____

____

____

Problems encountered by the field worker:

____

____

____

____

____

____

Signature of field worker

Evaluation Instrument Number 2

Outcome Evaluation

Name of group: ____________________

Address: ____________________

Total membership: ____________________

Name of member	Age	Sex	Formal education (highest grade (completed)	Reason for not continuing studies	Before training			After training				
					Desired age at marriage	Desired number of children	Occupational skills, if any	Dropped	Completed course	Desired age at marriage	Desired number of children	Skills learned

Evaluation Instrument Number 3

Adequacy Evaluation

Name of village: ______________________________

Size of target audience: ______________________________

Size of target audience
actually reached or
covered by the programme: ______________________________

Rate of effectiveness of
programme (RE): ______________________________

Where,

$$RE = \frac{\text{size of target audience reached by the programme}}{\text{size of target audience}}$$

Index of adequacy of
the programme (IA): ______________________________

Where,

$$IA = \text{Rate of effectiveness} * \text{Target audience covered}$$

Evaluation Instrument Number 4

Evaluation of a Poster

Poster number: ______________________________

Title of poster: ______________________________

Name of respondent: ______________________________

1. What do you think is the message of the poster?

____

____

2. Do you think the poster is asking you to do something?

_____ Yes _____ No _____ Don't know

If yes, what is it?

____

____

3. Is there anything in the poster that is not true?

_____ Yes _____ No _____ Don't know

If yes, what is it?

____

____

4. Is there any word or phrase in the caption that you don't understand?

_____ Yes _____ No

If yes, what word/phrase?

____

____

5. Is the picture appropriate to the caption?

_____ Yes _____ No _____ Don't know

If not, why not?

____

____

6. Is there anything in particular that you like about the poster?

   ______ Yes ______ No ______ Don't know

   If yes, what is it?

   ____

   ____

7. Is there anything in particular that you do not like in the poster?

   ______ Yes ______ No ______ Don't know

   If yes, what is it?

   ____

   ____

8. Is there anything in the poster that might bother or offend the people who live in this village?

   ______ Yes ______ No ______ Don't know

   If yes, what is it?

   ____

   ____

9. How do you consider the following features of the picture?

	Appro-priate	Not appro-priate	Remarks
Size of poster	______	______	______________
Size of letterings	______	______	______________
Size of drawings	______	______	______________

10. What suggestions can you give to improve this poster?

   ____

   ____

Background Information about the Respondent

Age at last birthday: ______________________________

Sex of respondent : ☐ Male
☐ Female

Marital status : ☐ Single
☐ Married
☐ Widowed/separated

Education completed : ☐ Primary
☐ Intermediate
☐ Secondary
☐ Collegiate
☐ No formal education

Present occupation : ______________________________

Number of children,
if applicable : _______________

Evaluation Instrument Number 5

Evaluation of Leaflet, Pamphlet, Booklet, Module

Name of respondent: ________________________________

Address: ________________________________

1. Do you like the design on the cover?

   _____ Yes _____ No

   If not, what design would you suggest?

   ____

   ____

2. The title of this (leaflet, pamphlet, booklet, module) is _________

   ____

   Do you like the title?

   _____ Yes _____ No

   If you don't, what title would you suggest?

   ____

   ____

3. Did you learn anything after reading this (leaflet, pamphlet, booklet, module)?

   _____ Yes _____ No

   If yes, what have you learned?

   ____

   ____

4. Did you find the (leaflet, pamphlet, booklet, module) interesting?

   _____ Yes _____ No

   If not, why not?

   ____

   ____

5. Did the pictures in the (leaflet, pamphlet, booklet, module) help you understand the message?

   _____ Yes _____ No

   If not, why not?

   ____

   ____

6. Was there any word, phrase or sentence that you found difficult to understand?

   ______ Yes ______ No

   If yes, what word, phrase or sentence is it/are they?

   ____

   ____

7. Did you find anything in the (leaflet, pamphlet, booklet, module) which might bother/offend the people who live in this village?

   ______ Yes ______ No

   If yes, what is it/are they?

   ____

   ____

8. Would you recommend this reading material to your friends and relatives?

   ______ Yes ______ No

   If not, why not?

   ____

   ____

9. What suggestions can you give to improve this (leaflet, pamphlet, booklet, module)?

   ____

   ____

   ____

Background Information about the Respondent

Age at last birthday: ____________________

Sex of respondent :
☐ Male
☐ Female

Marital status :
☐ Single
☐ Married
☐ Widowed/separated

Education completed :
☐ Primary
☐ Intermediate
☐ Secondary
☐ Collegiate
☐ No formal education

Present occupation : ____________________

Number of children, if applicable : ____________________

Evaluation Instrument Number 6

Evaluation of a Comic Book

Name of respondent: ______________________________

Address: ______________________________

1. Do you like the design on the cover?

   ______ Yes ______ No

   If not, what design would you suggest?

   ____

   ____

2. The title of this comic book is ______________________________

   Do you like the title?

   ______ Yes ______ No

   If not, could you suggest a better title?

   ____

   ____

3. What is the message of this comic book?

   ____

   ____

4. Are the pictures clear?

   ______ all are clear

   ______ some are clear

   ______ nothing is clear

   Indicate which pictures are not clear.

   ____

   ____

   ____

5. Is there any lesson that you learned from this comic book?

   ______ Yes ______ No

   If yes, what is the lesson?

   ____

   ____

6. Did you find this comic book interesting?

_____ Yes _____ No

If not, why not?

____

____

7. Are the words phrases or sentences used in the story easy to understand?

_____ Yes _____ No

If no, what are they?

____

____

8. Would you recommend this reading book to friends and relatives?

_____ Yes _____ No

If not, why not?

____

____

9. What suggestions can you give to improve this comic book?

____

____

____

Background Information about the Respondent

Age at last birthday: ______________________________

Sex of respondent : ☐ Male
☐ Female

Marital status : ☐ Single
☐ Married
☐ Widowed/separated

Education completed : ☐ Primary
☐ Intermediate
☐ Secondary
☐ Collegiate
☐ No formal education

Present occupation : ____

Number of children,
if applicable : ____

Evaluation Instrument Number 7

Evaluation of a Radio Script

Name of respondent: ____________________

Address: ____________________

1. Did you like the title of the script?

   ______ Yes ______ No

   If not, why not?

   ____

   ____

   What title would you suggest instead?

   ____

   ____

2. How did you find the length of the script?

   ______ too short

   ______ just right

   ______ too long

3. Did you find the story interesting?

   ______ Yes ______ No

   If not, why not?

   ____

   ____

4. Is there anything in the script that is not true?

   ______ Yes ______ No

   If yes, what is it/are they?

   ____

   ____

5. Are the words phrases or sentences in the script easy to understand?

   ______ Yes ______ No

   If not, what are these words/sentences?

   ____

   ____

6. Are there words phrases or sentences that might offend people living in this village?

   ______ Yes ______ No

   If yes, what are these words/sentences?

   ____

   ____

7. What is the message of the script?

   ____

   ____

   ____

8. What suggestions can you give to improve this script?

   ____

   ____

   ____

Background Information about the Respondent

Age at last birthday: ____________________________

Sex of respondent : ☐ Male
☐ Female

Marital status : ☐ Single
☐ Married
☐ Widowed/separated

Education completed : ☐ Primary
☐ Intermediate
☐ Secondary
☐ Collegiate
☐ No formal education

Present occupation : ________________________________

Number of children, if applicable : ___________________

Evaluation Instrument Number 8

Baseline Survey Form

Name of village: ____

I. General information

Please check the appropriate answer on the space provided:

Respondent type

______ family head
______ spouse
______ dependent child
______ other

Marital status

______ single
______ married
______ widowed/ separated

Religion

______ Buddhist
______ Confucian
______ Hindu
______ Muslim
______ Protestant
______ Catholic
______ Others (specify)
____

Family record

Name of family member	Relationship to family head	Age	Sex	Education	In-school	Out-of-school

Total number of persons in the family: __________ persons

If respondent is married, age at marriage: __________ years

Occupation: ____

Main source of income: ____________________ Income from main source: ____________

+

Other sources of income: ____________________ Income from other sources: __________

____________________ + __________

Total income from all sources = __________

II. Views on population, communication and related topics

	Yes	No	Don't know	No comment
1. Is your family income adequate?				
2. Do you have any knowledge of family planning?				
3. Do you practice family planning?				
4. Are you in favour of early marriage?				
5. Are you in favour of a large family?				
6. Have you and your husband/wife ever discussed the number of children you want to have?				
7. Do children provide security in old age?				
8. Do children come because it is the will of God?				
9. Do you think your country is over-populated?				
10. Do you have reading materials at home?				
11. Do you listen to the radio?				
12. Do you have time for recreation?				
13. Do you have adequate recreational facilities?				
14. Have you attended any seminar, workshop or lecture on population education?				

	Yes	No	Don't know	No comment
15. Do you think population education will help improve the quality of family life? (Standard of living, education, nutrition, general health)				
16. Are there any existing organizations in your community? (Welfare, civic, religious)				

III. Problems and solutions

1. What problems do you have in your village?

2. Is the community exerting efforts towards the solution of these problems?

_____ Yes _____ No _____ Don't know

If not, why not?

Evaluation Instrument Number 9

Questionnaire for Population Education

Name of Respondent: ____________________

Name of Village: ____________________

The following statements are about population education. Please read each statement carefully and mark the box provided with a 'T' if the statement is *true* and an 'F' if it is *false.*

1. In the absence of movement of people from one country to another, a country's population increases when there are more births than there are deaths. ☐
2. The presence of many industries brings growth and progress to a nation without polluting the environment. ☐
3. Throwing your garbage into the river is good for fish. ☐
4. The presence of health workers in a village is necessary for promoting healthy living in a community. ☐
5. A low death rate in a village could be attributed to good health and sanitation in the community. ☐
6. The low incidence of epidemic diseases in a village could be attributed to good health and sanitation in the community. ☐
7. Movement of people from the village to the city generally results in:
    a) insufficient housing for immigrant families ☐
    b) large-scale unemployment in the cities ☐
    c) insufficient educational facilities for immigrant children ☐
    d) insufficient social services ☐
    e) emergence of urban slums ☐
    f) increased proportion of old age population in the rural areas ☐
8. Postponing marriage until late in life is one of the acceptable solutions for reducing rapid population growth ☐
9. Practicing family planning means foregoing sexual pleasure. ☐
10. Family planning is intended not only for those who would like to space and limit their children but also for those who would like to have children. ☐

11. Conception takes place only when both ovum and sperm meet in the fallopian tube. ☐

12. It is the sole responsibility of the mother to look after the welfare of the family. ☐

13. Religion plays an important role in one's decision about the adoption of a family planning method. ☐

Evaluation Instrument Number 10

Attitudinal Scale

The following statements are related to population education. Please read each statement and give your opinion by checking (√) the appropriate column against each statement.

	Strongly agree	Agree	Un-decided	Dis-agree	Strongly disagree
1. A large family is a sign of God's blessings					
2. Children provide security in old age					
3. Children strengthen the bond between husband and wife					
4. Three successive children of the same sex followed by another of the opposite sex bring good luck					
5. Having many children is a sign of one's manliness					
6. It is important to have a son for continuity of family name					
7. Family planning can improve the quality of family life					
8. A person who begets more children than his capacity for decent child-rearing is morally irresponsible					
9. Having small families mean better educational facilities for the children					
10. Large families add to the social problems of the community					

Evaluation Instrument Number 11

Reading and Writing Test

Read the following paragraphs carefully and answer the questions given below.

Maria Santos, age 20 years, is a lovely girl from Barrio Luksuhin. She was married to Pedro Reyes, age 22 years, a native of Barrio Talisay on 30 June 1970. The couple inherited one hectare of agricultural sugar-cane land from Pedro's parents. This property gave them an income of five thousand pesos (₱ 5,000.00) a year. They had a house of their own aside from the sugar-cane field. Maria is such a good housekeeper, it made her husband very happy.

Their first child was born a year after their wedding. He was named Pedro, Jr. after the father. He was a very lovable and healthy child. The parents loved him so much and wanted him to be an educated man, and so they tried to save twenty pesos (₱ 20.00) a month for his education.

A year after the birth of Pedro, Jr. a baby girl was born to the couple. She was named after her grandmother, and they loved calling her Maria Teresa.

Then two more daughters came after Teresa. Maria's health began to suffer because of closely-spaced pregnancies and household chores that overburdened her. The family's income is now barely enough to meet the needs of the family members. Pedro also became sickly because he had to work for longer hours.

Questions:

1. From where is Mrs. Reyes?
2. Where did the couple live?
3. When were they married?
4. How big is their agricultural land?
5. Which of the children was named after the grandmother?
6. Why did Mr. and Mrs. Reyes want to save money?

7. How many daughters were born to Mr. and Mrs. Reyes?

____

8. If their family's income is ₱ 5,000.00 a year, what is their average monthly income?

____

9. What was the difference in age between Mr. and Mrs. Reyes?

____

10. If Mr. and Mrs. Reyes saves ₱ 20.00 a month, how much will they be able to save in one year?

____

11. How long will it take them to save ₱ 2,000.00?

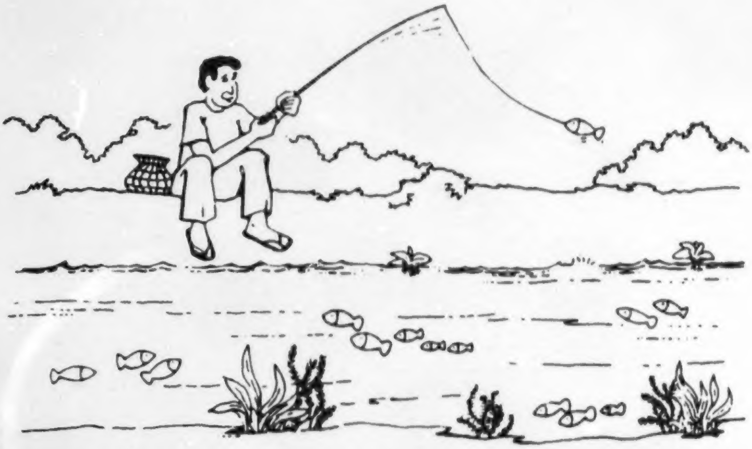
____

Evaluation Instrument Number 12

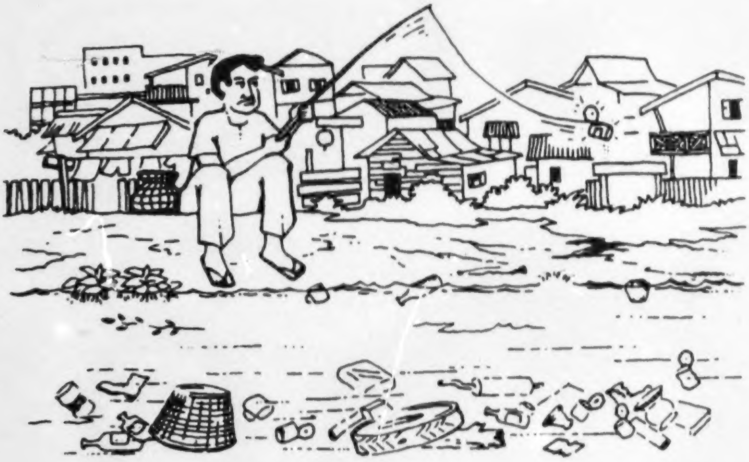
Visual Perception Test

Testing ability to receive a message

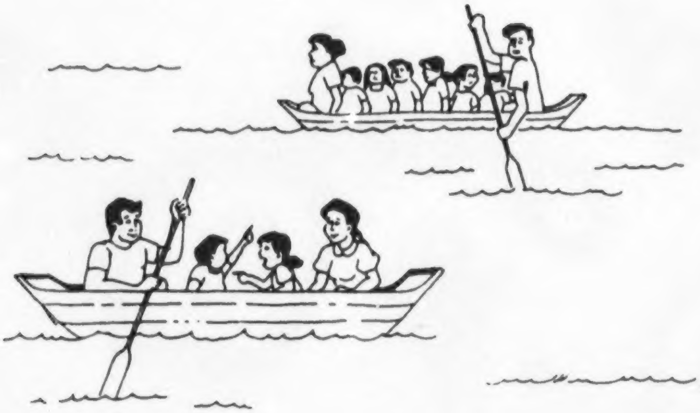
Picture No. 1 - Recognition of the main message in a picture without details



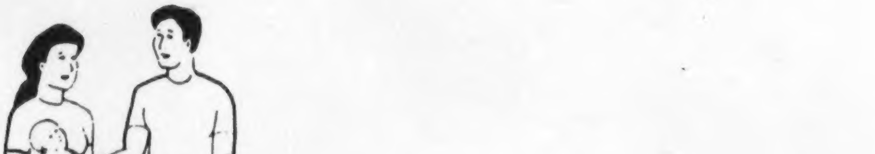
Picture No. 2 - Recognition of the main message in a picture with many details



Picture No. 3 - Ability of interpretation



Picture No. 4 - Ability to understand a logical sequence of pictures



APPENDIX

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